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INFANT SCHOOL  
MANUAL.

Worcester :

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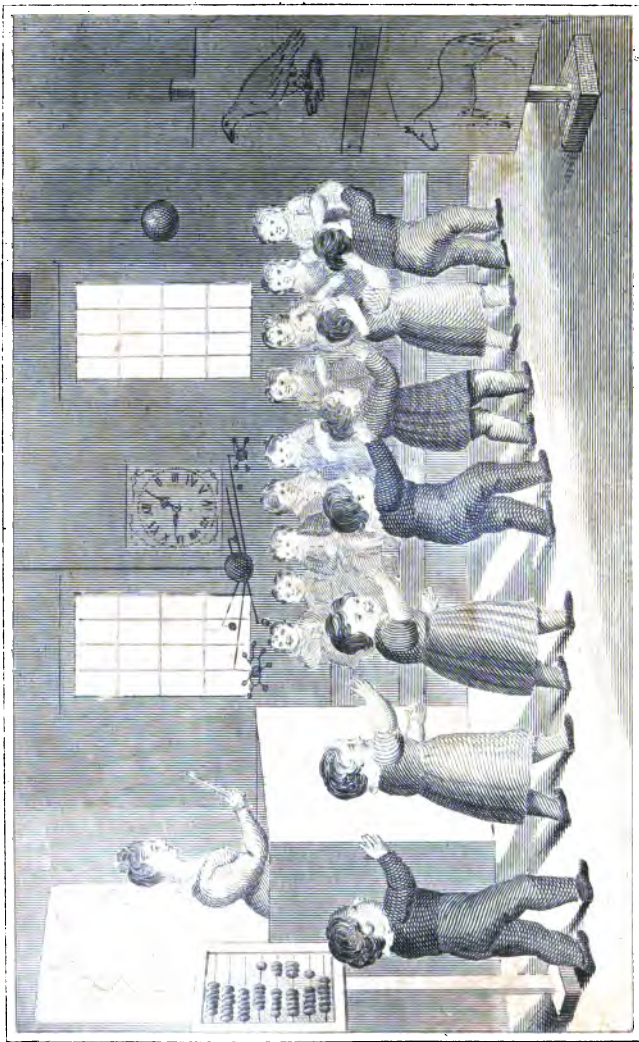












VIEW OF AN INFANT SCHOOL.

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OR

# TEACHER'S ASSISTANT.

CONTAINING A VIEW OF THE  
SYSTEM OF INFANT SCHOOLS.

ALSO

A VARIETY OF USEFUL LESSONS;  
FOR THE USE OF TEACHERS.

---

BY MRS. HOWLAND.

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SIXTH EDITION,  
REVISED, IMPROVED, AND ENLARGED.

WORCESTER:

PUBLISHED BY DORR, HOWLAND AND CO.

BOSTON: CARTER, HENDER AND CO., AND RUSSELL, ODIORNE AND CO.

1834.



75082

## MUSIC BOOK FOR INFANT SCHOOLS.

**THE JUVENILE LYRE, or Hymns and Songs, Religious, Moral, and Cheerful, set to appropriate Music. For the use of Primary and Common Schools.**

It will be recollected that the subject of this work was proposed, and its utility supported by the Rev. Mr. Woodbridge, in his Lecture delivered the last summer before the American Institute of Instruction. This work, the principal materials of which are from the German schools, has been in preparation since that period, and has been edited by gentlemen well known to the public for their ability fully to perform the task. The music is simple, chaste and beautiful, and admirably adapted to the purpose. Each air has a base and harmony, and is equally adapted for the parlor and the school room. Many of the hymns and songs are translations from the German, especially for this work; some are selected, and a few original.

The advantages attending the early cultivation of music, as stated in the preface, are its means of promoting devotional feelings in the worship of God; of pure and rational enjoyment; of health, in its exercise; of the improvement of the heart, and its favorable influence on the mental powers. "No one will question its powers to soften the character and elevate the feelings. It diverts, too, the young from amusements of a questionable character, and it is said that a reformation has in more than one village district been effected, by introducing vocal music among the youth. In the schools upon the continent of Europe, it has been found materially to promote the good order and discipline of the pupils; to render them more kind to each other, and more obedient to their teachers."

The work has received the approbation of the editors of the "Annals of Education," and the "Education Reporter," and many other periodicals; and has been introduced into many schools, and is highly approved by all who have used it.

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STEREOTYPED BY LYMAN THURSTON & CO.

BOSTON

1811



## ADVERTISEMENT.

FROM the first notice of Infant Schools, the author has felt a deep and increasing interest for their prosperity. Having perceived the inconvenience to which the teachers of these schools are subjected, by depending much on manuscript lessons, and fearing that this impediment, together with the want of variety, would seriously hinder the progress of this interesting species of instruction, an attempt has been made to provide a remedy by preparing the Manual or Teacher's Assistant.

Believing that individual happiness as well as good morals, are the result of pure principles, and that these should be early established in the mind, it was thought an important object to prepare the moral lessons, which it is humbly hoped, if faithfully inculcated, may secure these happy results. As the use of correct language is an object of primary importance, and necessarily becomes the task of the infant, lessons are prepared in various forms of definitions, calculated to assist the pupil, and, at the same time, to excite such a curiosity as will not be satisfied with the knowledge of words, without understanding their meaning and use.



The lessons in geography are designed to assist the infant to form consistent views of the earth, also, of the order and design of civil communities, and to direct the attention, to the varied wisdom and goodness of the Almighty, which are so clearly evinced by the works of nature.

As colored pictures have rendered the study of scripture and natural history exceedingly pleasing, it was thought desirable that extensive lessons in these subjects, should be prepared; and observing that children best retain in the memory those things which they repeat, the questions in these lessons are so disposed, that the story is for the most part comprehended in the answer. It is thought this will also tend to secure the interest of the little ones, who are ever fond of hearing and relating stories. If an answer is found too long for the comprehension of the pupil, the teacher can subdivide the subject by several questions, according to her own judgment, and it is expected she will have occasion to intersperse explanatory inquiries, which will always be requisite when the subject is not readily apprehended.

The variety and beauty both of color and form with which our beneficent Creator has been pleased to adorn the vegetable world, renders the science of botany a subject of the eager curiosity of children, and will be found one of their most pleasing studies, when illustrated by specimens, which are as requisite here, as pictures in lessons from history. Such specimens as cannot be obtained, may be represented by pointing out the difference between them and others. The fruit and spices,

procured from various plants described, should also be exhibited to the pupils.

It was thought proper to prepare lessons in the elements of geometry, the knowledge of which will enable children to designate the various shapes of bodies by appropriate language.

The test of experience shows this to be an important acquisition to children, as those who have been instructed in these lessons, readily distinguish objects and describe them intelligibly.

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## ADVERTISEMENT TO THE SECOND EDITION.

THIS edition of the Manual has been revised and corrected, and has the addition of more than one fourth of matter which is brought into nearly the same compass, by means of printing in a smaller type.

The lessons which have been most approved have been extended; particularly that of the definitions of words, to which is prefixed a simple method of thorough instruction in this branch.

Some new lessons are added which it is hoped will much enhance the value of the work; particularly lessons in grammar on a plan which divests the science of all needless formality; and by simply illustrating, *what is grammar, and what is its use*, renders it at once both simple and delightful.

Lessons in prosody and punctuation are prepared in the inductive method, which it is presumed will render them more intelligible to the pupils.

Items of various subjects for familiar questions are designed to assist in communicating instruction on common things, which is a business particularly incumbent on the teachers of infant schools.

The time for preparing this edition has been so unexpectedly limited, that some lessons which were contemplated for it are necessarily deferred.

*Brookfield, July, 1830.*

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## INFANT SCHOOL MANUAL.

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### GENERAL PRINCIPLES.

**THE** primary object of Infant Schools is, to redeem the valuable portion of life which passes between the time when children go from their mothers' arms, to that at which they are ordinarily sent to the common school. This interesting part of life, except with a favored few, has been to a great degree wasted and worse than wasted for want of appropriate instruction.

Though the vigor and activity which the healthful child enjoys at this age, will prevent idleness, and cause it to acquire much knowledge by its own observation and amusing experiments, yet few are aware of the amount of wrong impressions received, and false conclusions adopted, by the infant during this period, which, after they have been retained for several years, it is difficult to throw aside, though reason is convinced of their absurdity.

It is the object in these schools not so much to discipline the tender mind and induce premature study, as to assist the eager curiosity of infancy to obtain a right knowledge of the objects which arrest its attention, and prevent those mistakes which tend, more than any other circumstance, to give a wrong estimate of infant minds, and to induce many to view them as incapable of understanding the reason of things, and of course to deem it immaterial whether communications to them are dis-

tated by reason, or humor, or whether the objects of their curiosity are represented in true or false colors.

It is of incalculable importance that the early impressions made on the infant mind should be such as will have a tendency to give a right direction to the moral character. This system is ingeniously adapted to accomplish this desirable work. It is founded in righteousness. The fear and love of God are the grand principles which it brings into exercise.

It is a melancholy truth that there is a tendency to evil in the human heart; but this is not so strong in infancy as when permitted to increase and strengthen unchecked, to ripen years.

“ The spring time of our years is soon  
Dishonored and defiled by budding ill,  
That ask a prudent hand to check them.” \*

The principles of the infant school system require us to form a due estimate of the infant character. The impression which many appear to have of the rank in which infants should be classed, is erroneous and injurious to improvement. It may be that persons who will not permit children to talk in their presence, would be enlightened by them if they would deign to listen to their artless suggestions. Theirs is the privilege of having minds unsullied by inveterate prejudice, or heated ambition, and uncorrupted by passions which are the growth of riper age. Their curiosity is awake, their recollection bright, their discernment quick, their consciences active. They judge accurately; they want nothing but a knowledge of words by which ideas are expressed, to enable them to utter decisions upon some of the most important subjects.

The method of instruction in the infant school is calculated to preserve the understanding from blind credulity, to invigorate its powers, to associate pleasure with literature, and to induce a laudable desire for progressive improvement; or in other words to connect the substance of instruction with the form of it,—to join the elements of thought with the elements of language,—to

\* Cowper.

convey substantial information to the infant mind in so pleasing a manner as to arrest the attention, win the affections, elevate the mind, and carry it forward with delight in the paths of science.

The object of instruction in the infant school is not limited to the benefit which may be enjoyed in the present state of existence. It not only considers infants as rational, intelligent beings, endowed with capacities to enjoy and communicate intellectual pleasures; but it views them as destined to an immortal state of existence, of which this life is only the threshold. It views them as subjects of the government of a holy God, and amenable to *His* tribunal, whose laws are committed to us with the sacred injunction,—Teach them diligently to thy children. That the generations to come may know them, that they may set their hope in God . . . and not . . . forget the works of God, but keep his commandments.

---

### GOVERNMENT.

As the government in the infant school is in some respects peculiar to itself, it is necessary to give this subject particular attention.

It is the first business to impress the pupils with a just sense of right and wrong, and show them the natural effects of each.

They are also taught that they are the creatures of a wise, holy and benevolent God, who loves righteousness and hates iniquity, and will bring every work into judgment; and that God has given us a wise and holy law, to govern our actions, words and thoughts. This law, is a law of love. It requires only such things of us as are necessary for our happiness, and forbids nothing but what would tend to make us miserable. They are shown that God has manifested a great regard for this holy law, by inflicting fearful judgments upon the wicked, and disobedient, as described in the portions of scripture history selected for their lessons.

They are taught the nature of obedience, and shown



their obligation to obey.—For example.—Well, my dear children, what *you* make *yourselves* you call your own, do you not? Very well, it is your work, and you like to keep your own things, and not let them be spoiled. Now you may see that what God has made, is his own. God loves his own work because all God's works are good. We all, are a part of God's works. He made us and we are his. And he has a care for us, and watches us all our days. Now if we are God's we must do as he commands us.

One of God's commands is, that we must obey those who have the rule over us. As I am placed over you as your teacher and ruler, the command of God requires, that you should obey me. I have engaged to take care of you and teach you. I love you very much, and shall do everything I can to keep you from evil and make you happy.

Now I must tell you, what you must do to be happy, and to make others so. And if you will all remember what I tell you, and obey me, this school will be a happy place, you will love to be here, and I shall love to be here. And if we all do right, our ways will please the Lord, and he will be with us, and take care of us, and he can make us happy at all times.

Next, the rules of the school may be given out, which should be simple and few, that they may be well understood and remembered by both teacher and scholars.

When all this is done in a serious affectionate manner, the foundation of government is laid; and if the deportment of the teacher shall be invariably consistent with the principles here advanced, the children will respect her rules, and commit themselves to her care with the utmost confidence.

The necessity of the various rules should be carefully explained to the little ones, and they may be questioned whether they do not choose to have such regulations as will make the school a delightful place; and whether they will not all resolve to remember and obey the rules. Every act of disobedience must be attended to in season, and not passed over hastily with a shake or thump, and the offender left in sullen silence, to justify himself and

accuse his teacher of severity. This would destroy their confidence in the teacher, and weaken their resolutions for future obedience.

Neither reproach, or ridicule should ever be resorted to. Their effects are equally pernicious.

Perhaps few are aware of the extent of influence which children exert on each other. I believe it is a fact that the united voice of their little school fellows will bear more weight upon the feelings of children, than that of a parent or teacher. In the infant school, this is turned to a good account. When it is discovered that a child has become guilty of any misconduct, the cause is laid before the whole school, the nature of the crime explained, the evil passion, which induced it, pointed out, the particular command of God, which is broken by the act, is repeated; and they are told what course of conduct would have prevented all this evil. This is done by questions put to the whole school, while all are permitted to answer at once; and experience proves that the most stubborn child will seldom stand against the public voice, but will be in haste to yield that concession, which the case requires, and at the same time will be more affected with shame and contrition for his fault, than he could have been by a course of severity.

When a child is seen committing some irregularity in school, it is usually found that the questions, Is ——— doing right? What ought she to do? when asked to, and answered by, the whole school, proves a sufficient correction.

In case of obstinacy the teacher does not desist from her fixed purpose of bringing the child to a right temper, and obtaining from him, cheerful obedience. But this is not effected by opposing passion to passion; so far from that, the teacher expresses a tender concern and pity for the obstinate child, and presents to his view the unhappy effects of such conduct.

While the obstinacy is persisted in, the child is considered in a state of discipline, whether it continue an hour, or a longer time.

During this time the child is frequently reminded of

his fault, and of his duty, invited to yield, and taught that he is doing himself a great injury, that he cannot be happy in such a course, or receive the approbation of the teacher until he resolves to submit. Every proper motive is explained and urged upon the conscience, and though all means may appear ineffectual and ready submission not obtained, yet it will often be found that the conscience, enlightened by the instruction communicated, will, after the heat of passion has subsided, perform its office and produce submission.

Proper attention to delinquents is an important part of the system, and will justify the teacher in dispensing with the ordinary exercises for the time required, as the judicious trial of such causes affords a favorable opportunity to make lasting impressions on the minds of the children, of the unavoidable evils, which result from bad conduct.

It is necessary to avoid the least appearance of anger or resentment. However provoking a child, or however disobliged or injured the teacher may be by his conduct; she should rather commiserate his case and sympathise with him who has brought guilt upon himself; and on the appearance of penitence, cheer his sorrowful heart with the story of the Saviour's love and suffering for sinners.

For His sake alone we may expect forgiveness from God, for the least as well as the greatest crime. It is true this is a great subject; still it may, and should be brought to the view and comprehension of little children. The infant mind more readily comprehends divine truths when inculcated in a language it understands, than one of maturer years, blinded by prejudice and hardened by sin.

Every real want of the children should be attended to, and even anticipated, when practicable.

Imaginary wants are also to be noticed, so far as to convince them of the unreasonableness of them. When they are not easily pacified, the case may be laid before the school, and the children asked, Would it be right to give this child that, which will do him no good, or that which will hurt him? Is it right for him to wish

for that, which it is not best for him to have? or that which he cannot have?

It is the resolution of the teacher to persevere from day to day in a course of conduct grounded on love, patience, gentleness, and unwearied forbearance, to support which, she will need a daily supply of that wisdom which is from above, which is pure, peaceable, gentle, easy to be entreated, full of mercy and good works, without partiality, and without hypocrisy.

EXAMPLES OF DISCIPLINE.

Suppose two children have been striking each other. The delinquents are placed before all the children.

(*The teacher with solemnity and feeling.*)—You see these children, do you know what they have been doing?

C. We do, they have been fighting.

T. You may hold out your hands. (*They all hold them out.*) Now can you tell me who made your hands?

C. God made them.

T. Do you see how wonderfully they are made? when you wish them to open, they open; and as quick as you wish them shut, they are closed; and you can move them any way you please. Why did God make such curious hands for you?

C. So that we may learn to work with them, and do good to each other.

T. Yes, these hands are of great use to you now. God has been very good to you, to give you such hands, and do you wish to disobey his holy commands with them?

C. We don't wish to disobey God.

T. What does God command you to do to one another.

C. God commands us to love one another.

T. If you love one another, will you strike and hurt each other?

C. We shall not. If we love each other, we shall try to please and make each other happy.

**T.** What bad passion was it, that induced these children to strike?

**C.** Anger.

**T.** It is dangerous to be angry, it is wicked. Do you know what anger will lead to? What will it make you do?

**C.** It makes us hurt each other. It makes us unhappy. It makes us disobey God.

**T.** You see it will bring you into great trouble to be angry, and God cannot love to see an angry child. What must you do to keep from being angry?

**C.** We must love one another, and pray to God to keep us from being angry.

**T.** Are you not sorry for these children who have disobeyed God and made themselves unhappy? What can you do for them?

**C.** Pray to God to forgive them.

**T.** (*To the delinquents.*) Do you wish ever to do so again? Do you wish to be forgiven?

We will forgive you and pray God to forgive you also. (*Delinquents to repeat—*)

God saw the sudden blow we gave,  
He noticed every angry word;  
And every wicked thought we have,  
His eye has seen, his ear has heard.  
Oh thou, who wast so meek and mild,  
Thou gentle Saviour, hear our cry,  
And help a weak and sinful child,  
Each rising passion to deny.

#### SECOND EXAMPLE.

It is discovered that a child has told a lie. She is placed before the school.

**T.** You see this little girl. Which of God's holy commands has she broken by telling a lie?

**C.** The 9th, Thou shalt not bear false witness against thy neighbor.

**T.** Who hath said, The mouth of them that speak lies shall be stopped, and he that speaketh lies shall perish?

**C.** God has said it, in his holy Bible.

**T.** Who were struck dead for telling lies?

**C.** Ananias and Sapphira.

**T.** Does God feel just so now, towards lying, as he did then?

**C.** He does, for he is the same yesterday, to-day, and forever.

**T.** Are you not sorry for your little school-mate? she thought to gain something by lying, but it was a great mistake. She has hurt herself, for no person will believe one who will tell a lie; and more than this, she has displeased God. We are distressed for her. Do you think she will ever tell a lie again?

(*To the little girl.*) Do you wish ever to tell another lie? Do you wish to obey God's holy commands, which were given to make us happy?—Then you must always speak the truth.—God always speaks truth, and he loves the truth; he spoke the truth when he said, he that speaketh lies shall perish. But if you are sorry you have disobeyed God and wish never to do it again, we hope he will forgive you. (*Let the children repeat*)—

When every eye around me sleeps,  
May I not sin and not be seen?  
No; for a constant watch God keeps  
Of every thought that dwells within.  
O could we children tell a lie,  
Or cheat in play, or steal, or fight,  
If we remembered God is by,  
And has us always in his sight?

It is thought that this kind of moral suasion will in most cases, supersede the necessity of rewards and punishments in the infant school. Where every generous and kind feeling is encouraged and all that is aversive is frowned upon by the whole school, causes for correction will seldom occur; but in cases of repeated crimes, such as falsehood, disobedience, foul words, passionate crying, tyrannical or malicious temper, when kind instruction has failed of effecting a reformation, a judicious punishment should be inflicted. Infants are much affected by sensible things; a moment's pain will make a lasting impression on their feelings. But such corrections as

suddenly thumping the head, pinching the ear, pulling the hair, cuffing, or striking with a ruler, have so much the appearance of wrong feeling in the teacher, that they should be carefully avoided. A child is a rational being, capable of comprehending the motive of the teacher which should be expressed to them in the following manner. *Teacher.* I feel very unhappy to see you naughty. Though you told me you did not intend ever to do this again, you have very soon forgotten your good resolution. I am afraid to trust you now. I must punish you so that you will not forget, but ever remember to avoid this fault. It will be far better for you to suffer punishment than to do this. The more you do it, the more you will be apt to do it, and you will soon grow so hardened that you will not feel sorry for your fault. And this will lead you to many other faults, so that you will become a very wicked child and then you will be very unhappy. This will be a great evil; for one wicked child will make other children wicked and unhappy. The word of God tells us we must correct children for bad conduct while they are so young that there is hope they will leave their faults and become good, and when I correct you I shall ask God to make it good for you that you suffer, that you may learn obedience. After such instruction a very small smooth stick dispassionately applied for two or three minutes to such part of the child as will not by the means receive the least injury, will usually induce submission, and cause a proud, obstinate or impertinent humor to give place to a docile, sweet, affectionate temper. The child will feel humbled in view of the trouble his own conduct has procured to himself and his kind teacher. He will see and feel that he is under a lawful and benevolent government, and must submit and will feel a grateful affection to the teacher, who has wounded her own feelings so much, solely for his benefit.

To the infant who is very sensitive to pain such correction will seem intolerable, yet it is thought to be really less suffering, than when the tender feelings are wounded through a protracted mortification, or the imagination tortured with fearful threatenings.

## QUALIFICATIONS

### DESIRABLE IN A TEACHER.

**THAT** a teacher may be qualified to enter on her work with a prospect of success she must have a familiar acquaintance with a good system of discipline and instruction. Also a thorough knowledge of the several branches of instruction which are to be taught, with philosophy enough to discover the most simple element of these branches, which is the place where the instruction of infants should commence; here they must grasp the clue which will lead them onwards with sure and delightful progress.

Some successful experience in the business of teaching is also requisite, as a mere knowledge of systems and sciences will not warrant success. The teacher's own mind must be disciplined to labor patiently, to guide her own conduct systematically, to arrange her thoughts and to control her feelings, and with simplicity devote herself to the promotion of happiness on those pure principles which insure the final fruition of blessedness and glory everlasting.

"The teacher—Oh let him be some man of God, whose heart, warm with the consciousness of God's forgiving love, delights to dwell on his Redeemer's goodness, and prompts him, with the genuine warmth of actual experience to be telling of his salvation from day to day. Let him be one who will not tire of that theme, because it is the truth he lives on himself, and which he feels to be fruitful of peace and joy. Correct sentiments, though necessary, are not sufficient; there must be a breathing vitality about his religion, an animating energy about his piety, that shall make him, with God's blessing, the spiritual father of a numerous race. He must be a man of prayer; no human power can accomplish the work before him; he must look, and steadfastly look, to those everlasting hills, from whence cometh his help. With prayer must he gird himself for his work, in the spirit of prayer must he carry it on; in the incense of prayer must the offering of his day's exertion



ascend before the throne. He must be a man mighty in the scriptures; line must be upon line, precept upon precept; the word of God must be in his mouth, in all its varied fitness, a word of instruction, a word of reproof, a word of warning, a word of encouragement."\*

### ATTENTION.

It is important to gain an entire command over the attention of the children with respect to three objects.

1st, To the teacher. 2d, To the various signals. 3d, To instruction.

1st, As it respects herself, the teacher may best gain a command over the attention of her pupils, by first securing their confidence and affection. Her daily conduct must show them that she is deeply interested in their happiness, that her motive is invariably love and kindness, and that due forbearance and strict impartiality guide all her decisions.

2d, In order to gain attention to the various signals adopted for the use of the school, there must be a previous systematic arrangement of them. The ringing of the bell, the sound of the whistle, the clap of the hands, and stamp of the foot, must each have its appropriate use. Which arrangement must be observed with strict regularity on the part of the teacher, and prompt obedience required of the pupils.

The definite meaning of the various signals may be made familiar to the children by occasionally exercising them for this purpose.

3d, Attention to instruction may be gained by arresting the curiosity of the pupils.

The wakeful curiosity of children may be engaged by first telling them some amusing circumstance or pleasing part of the subject about to be communicated. Next, to preserve the attention which is thus awakened, everything which will tend to distract the attention must be

\* Dr. Mayo's Sermon.

carefully avoided, such as unintelligible language, a tone of authority, affectation, or flattery; also a manifest indifference in the teacher to the subject communicated. Her own feelings must move, if she would awaken and interest the feelings of her infant pupils. After every precaution the teacher may sometimes perceive that the attention of her little flock with respect to instruction is lost. At such times the subject should be dropped and some new, pleasing exercise introduced, or if fatigue is the occasion of listlessness, they are only to be required to sit entirely still for a few moments.

### MANUAL EXERCISES.

WHEN the pupils have been engaged any time with lessons which require an exertion of the mental faculties, recourse is had to manual exercise, which form a pleasant contrast, and thus prevent fatigue and languor.

It is designed, when practicable, that the bodily exercise should have some signification, that in every way instruction may be imparted.

For example—Can you tell me what there is in your arms which keeps them straight?

Bones.

How can you bend your arm at the elbow if there is a bone in it?

There is a joint in the bone, made to turn.

Are there joints in your fingers too?

There are.

Let me see you use your joints.

(*The children, holding up both hands, begin with moving rapidly first the finger joints, at the same time repeating,*)

—Finger joints, finger joints,—(*then,*) wrist joints, wrist joints, (*and so on to the shoulder joints; then clap hands.*)

Have you bones and joints in all parts of your bodies?

We have.

How many ways can you turn your head? your hands? your feet?

Do your head, hands, and feet, move as you wish them?

**They do.**

**Why is it so?**

**Because God made them to be useful.**

**What does the bible say about God's making us?**

**We are fearfully made, and curiously wrought.**

**How can you warm yourselves without going to the fire?**

**By exercise.**

**Let me see how you warm your feet.**

**The children now commence with a quick motion of the feet stamping on the floor.**

**Now warm your hands. This is done by clapping.**

**Now your arms. This is done by swinging the arms rapidly round the waist and crossing them before, again and again.**

**Then call for right hand. Left hand. Hands behind.**

**When sufficient exercise for the time is taken in this way, the teacher should say—Now let me see how you can rest. All sit down with their hands clasped, or with one finger upon the lips.**

**The beauty of such exercises is, to have them regular, performed in quick succession, and every one engaged at the same time.**

**Show me how the earth moves round the sun.**

**Moving one hand round the other.**

**Which way does it go?**

**Which way is east?**

**Which way west?**

**Which north?**

**Which south?**

**The children all pointing in answer to the questions.**

**Show me how the vapor rises. Show me how the rain falls.**

**All raise their hands gently, then pat them in rapid succession upon the lap.**

**Show me height. Show me depth. Length. Breadth.**

**This is performed by extending the arms in various ways, to form an answer to the question.**

**The motions made in performing various kinds of labor form a pleasing, and useful manual exercise; such as making clothes, mowing, sowing grain, reaping, threshing, making shoes. Also, exercises of imitation, performed by the teacher or monitor standing before them,**

and making a great variety of motions with the hands and arms, in rapid succession, requiring from the children an exact imitation. This is performed silently, as it requires the mind to be engaged in observation, and is found very useful in forming a habit of attention.

### MARCHING.

THIS is a very engaging exercise, and has a happy effect in training the infant pupils to order and regularity.

The children proceed in their marches, stamping the right foot heavily upon the floor, and clapping the hands at the same time. Thus they are animated and assisted in keeping time.

The instant the signal is made the children take their places in two lines, half on one side and half on the other side of the school room. One is selected for a leader.\* When the leader gives a stamp with his foot, the children immediately begin clapping their hands and stamping the right foot in regular time. Lines chalked or painted upon the floor serve to direct their course. It is however found expedient to vary the course of these lines from time to time, that novelty may increase the interest. Perfect regularity is requisite in their marches, which, though difficult at first, may be acquired by the persevering effort of the teacher. This not only forms the chief beauty of the exercise, but, it is of very important use in furnishing the infant mind with a principle of order and regularity, which will soon be found to affect their conduct in other things.

Two or three monitors are sometimes employed to direct their marches.

When they have learned the art of marching, they will be able to sing or repeat lessons while performing the exercise; in which case the marching and clapping serves to keep time.

In leaving the school for recess, or at the close, the children take their places on the line at the accustomed

signal; at the second signal they commence marching round in a regular line, until the leader comes against the door, which is then thrown open and they all march out singing some pleasing rhymes.

This is the way we leave our school,  
For all things here are done by rule;  
And when the time next comes to meet,  
We shall be back, dress'd clean and neat.

#### RHYMES ADAPTED TO THEIR MARCHES.

O how pretty 't is to see  
Little children all agree.  
Try to keep the step with me  
While you 're exercising.

When to march you all begin,  
Hold up your head, and in your chin,  
Toes turn out, and heels turn in,  
While you 're exercising.

Clap your hands now more and more,  
March erect along the floor,  
Sing the chorus o'er and o'er,  
While you 're exercising.

The following little piece has a charming effect, sung by the children while standing on the line, and about to march out to their play. Sung to the tune *Auld Lang Syne*.

Go, run away, you little things,  
And march, and jump, and play;  
You have been quiet long enough,  
So run away, I say.

The fresh, fresh wind so softly blows,  
And yonder shines the sun,  
And rosy cheeks and active limbs  
Will in the race be run.

For little boys and girls must run  
And march, and jump and play  
When books and lessons all are done,  
So run away, I say.

SINGING.

*" Music hath charms to soothe the savage breast."*

THE pleasing effects produced by singing, render it an important, if not an indispensable part of the system. It seems to tranquillize and soften the more obdurate tempers. It also acts as a magnet of attraction to the volatile. It tends to soothe the impatient, and greatly elevates the feelings of all; and, in connexion with well adapted hymns, seems to inculcate pure devotion; and when witnessing this exercise we readily assent to the truth of the declaration, " Out of the mouths of babes and sucklings thou hast perfected praise."

Singing is so admirably calculated to harmonize the feelings of the children, and cement attachment to each other, that it is proper to have frequent recourse to it. Many of their lessons may be sung, viz. all which are in rhyme; also some parts of the multiplication table and the alphabet. But the best subjects for their music are those beautiful lessons of moral instruction contained in the numerous hymns which have been prepared particularly for Infant Schools.\* By singing these hymns the infant mind is enriched with pure and important sentiments, which it is believed will not fail in some degree to direct the future conduct of all, and through the blessing of God, to prepare many of them, to sing the song of Moses and the Lamb in the mansions of glory.

The teacher should be prepared to teach this branch by previous acquaintance with a set of tunes adapted to the capacities of children, also with the new and improved method of teaching children music. It is presumed that recent publications, supply ample means for improvement in this branch.

\* See Infant School Hymn Book, published in New York

## REGULATIONS.

THE exercises of the infant school may be arranged at the discretion of the teacher, and varied from time to time, as occasion shall require; so that the regulations of one day will be sufficient for an example. The general principle is that every succeeding exercise should be so selected as to form in some degree a contrast to that immediately preceding, as this arrangement will prevent fatigue. The time allotted for school hours should be divided into periods of fifteen or twenty minutes length, and the business for each period previously assigned to each portion of time during the week, of which arrangement a memorandum may be kept, that the teacher need never be perplexed with devising her business in school hours.

1. The children assemble at nine o'clock.
2. At the ringing of the bell they place themselves on the low seat, in a single row, round the middle floor.
3. One is selected for a monitor, and placed on the rostrum.
4. The signal is given by the bell for them to kneel towards the seats, each one covering the eyes with the hands, while all together repeat the prayer after the monitor.
5. A few moments spent in singing morning hymns.
6. Reading, spelling and defining. When there are several classes in reading, monitors should be employed to prevent the inconvenience of one class being obliged to wait for another. When this evil cannot be prevented, it is well for them to have slates and pencils to occupy their attention.
7. Signal given for assembling on the gallery, manual exercise, various lessons taught verbally, ~~also exercises with the numerical frame, and black board.~~
8. Signal for the girls to stand on the line, march round the floor, at the same time count, multiply, or repeat some easy lessons; after a short exercise in this manner the door is opened for them to march out.

9. Boys set to work at various trades, viz. Blacksmith, Tailor, Shoe maker.

10. Girls called by the bell, come in, marching and repeating—

We 'll all take our places, and show no wry faces,  
We 'll say all our lessons distinctly and slow:  
For if we don't do it, our teacher will know it,  
And into that corner we surely must go.

11. Signal for the boys who now take their places on the line; at the second signal commence marching and repeating—

In your play be very careful  
Not to give another pain,  
If rude children tease or hurt you,  
Never do the same to them.

12. Girls sing.

13. Boys called by the bell come in repeating—

The bell has rung, we will not stay,  
But take our seats without delay,  
Nor loiter here, for 't is a crime  
To disobey and waste our time.

14. Reading, spelling, and defining words.

15. Assemble on the gallery for lessons in Scripture or Natural History, while the pictures are placed before them upon the spelling posts.

16. Singing.

17. Signal for the closing of the school,—closed with singing at noon, and with singing and prayer at night.

In schools of very small children, the afternoon exercises are rendered more amusing, to prevent fatigue of mind.

## SCHOOL-ROOM.

In the choice of a room, cheerfulness, light, freedom of air and of dimension must always be consulted.



The size of the room must be regulated by the number of the children who are to be instructed in it. As there should be space for the whole of the school, to sit around the room on seats affixed to the walls that the area may be perfectly free.

It is desirable also that the voice of the teacher should be easily heard, without effort on her part, and that her person may be distinctly seen from all parts of the room at the same time. If she be obliged to raise her voice, in order to be heard, her tone will necessarily seem to approach to that of anger, and the good feelings of her little flock will, in consequence, be disturbed; so that one decided aim in fitting up an infant school-room must be, to place the little pupils, as near as possible, at an equal distance from the point, on which the teacher will stand to address them, or the spot chosen for the rostrum.

On the side of the room opposite the rostrum, or seat of the teacher, must be a gallery, constructed with seats raised one above the other, in the form of stairs, on which all the children may be occasionally assembled within a smaller compass, for general examination, and united lessons.

Seats for the monitors must be placed at a sufficient distance from the benches against the walls, to leave room for the free passage of the children, when they walk round the room.

Two small rooms should be adjoined to the school-room; one of which may be occupied in receiving those things which would be incumbrances in the larger room. The other is called a class room, and is used for the purpose of more particular, and personal instruction of individual classes, as occasion may require.

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## ARTICLES OF INSTRUCTION

### AND NECESSARY APPARATUS.

THE eye of the child above all others needs the advantage of visible illustration. Not accustomed to

abstract thinking, the objects of sight form their principal medium of instruction.

Texts of scripture, in large characters, for the walls of the room.

Spelling and reading lessons, in large print.

Numeral frame, with sliding balls.

Large black board, on which various representations may be exhibited to the children by chalk.

A handbell; a tambourine is sometimes used.

Pictures of scripture history and natural history.

Slates and pencils.

Several spelling posts, which are constructed in the form of a fire screen, and are used for holding the pictures, letters, and other lessons, which require to be placed directly before the children.

Pointers made of light wood, a sufficient number for the use of teacher and monitors, of convenient size and length for the use of pointing out their letters, words and various figures, on the pictures.

Rules marked with feet and inches.

A cheap orrery, or small globe made to represent the earth.

Solids and diagrams to illustrate the lessons in geometry.

A sheet containing a view of the solar system.

Also a sheet of large manuscript letters and figures, which are of use as a copy for children to imitate on their slates. This not only furnishes them with pleasing employment, but initiates them in the first elements of geometry and penmanship, and even drawing, a subject both pleasing and important.

Specimens, of whatever kind, tending to illustrate instruction.

A Manual for the use of the Teacher containing appropriate lessons from which to derive instruction for the children.

Books containing hymns and music adapted to the use of infant schools.

Elementary books for the use of the elder children.

An hour or more of each day may with success be ap

appropriated to works of industry. For this purpose articles for knitting and sewing should be provided.

Play grounds should be furnished with articles by means of which children may safely amuse themselves, such as small wooden bricks, short swings, balls, hoops, &c.

Although the apparatus when hung up to view, serves to decorate the walls of the school room, yet it is thought better to reserve their pictured lessons, that they may have the charm of novelty, when presented for particular use.

#### DESCRIPTION OF THE NUMERAL FRAME.

The numeral frame is a square of 15 or 18 inches, with twelve strong wires drawn from one side to the other, each of which passes freely through twelve colored balls of wood. It is desirable that the wires should be so placed, that the balls when all brought together to one side, should as nearly as possible form a square.

This instrument has so many uses and such a variety of applications, according to the situation and ingenuity of the teacher, as to permit a description of but a small part of them. It is convenient in the first attempts at counting. It presents the abstract principles of numbers in a visible and tangible form, and of course it is of important use in teaching children the combination of numbers in all its forms. (See Lessons in Arithmetic.)

It is of use by fixing the attention of children while repeating the tables in geography. The frame is held before them, and one ball moved as each name is repeated.

Also in spelling, the same number of balls are presented as there are letters in the word to be spelled, one is moved back as each letter is spoken.

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#### READING LESSONS.

It is thought that the great difficulty of learning to read, arises from the fact, that there is nothing in learn-

ing unmeaning characters, which can arrest the attention, or employ the understanding.

To avoid in some degree this difficulty, the following method is proposed.

Exhibit to the class in the alphabet but one letter at first. Tell them the name of it, let them all call it; let them see it in different sizes and places, that they may not mistake it another time, requesting them to remember its name till they see it again—and be sure to show it to them again before they have time to forget it. For the pleasure of having remembered it, together with your approbation, will prove a favorable excitement.

Continue to exhibit the same letter to them the first half day. The next half day show them another, and proceed to teach it in the same manner as before described, taking care that they do not forget the letter they learned first.

When the second letter has become familiar to them, put the two letters together, read them, show them that it is a word, let them read and spell it after you, tell them that words are made by putting letters together; and if they learn how to do this, they will be able to read pretty stories, and their parents will buy nice books for them. The attainment of being able to read and spell a word, will be a pleasure, and they will cheerfully engage in learning the second. Let the second word be taught in the same manner, taking care that the first word learned, is kept in mind also. Thus proceed in teaching the following simple words with the same care as with the first, which when they have learned, they will have acquired a knowledge of all the letters in the alphabet, with their use—pa, do go in—it is an ox—we go by it—so he is up—can he kill me?—five—blaze—jump—run—quill.

When they have thus acquired a knowledge of the alphabet, they may proceed to learn the sounds of the letters in their most simple combinations, which advance may easily be attained by means of frequently exercising the children in spelling and pronouncing the syllables simultaneously, beginning with the first table, viz. b-a ba, d-a da, f-a fa, &c. It will be necessary for the monitor

or teacher first to spell and pronounce each syllable and the children repeat, until the sounds become in a degree familiar to them.

They may next be taught by the same means to spell and pronounce the syllables of the second table, viz. bla, fla, gla, &c.

Singing occasionally these lessons in syllables will give to them an additional interest.

Those children which have before learned to read will not be particularly benefited by these lessons, but it should be considered no loss of time, as it will be an amusement for them, while they are aiding the younger pupils. A constant watch must be observed for those who are discordant or listless in this exercise of repeating.

Such should be selected, placed by themselves, and induced to repeat or sing while the others remain silent, that their attention may be excited and individual improvement advanced.

During the time the children are thus taught the sounds of the letters, by repeating many unmeaning syllables, care must be taken that they do not lose their interest for reading. It should be explained to them that these syllables are parts of words. They should also be daily exercised in spelling short easy words, the names of objects familiar to them, as pin, top, dog, puss, bird, sun, moon, &c.

When the children have learned to repeat these lessons with ease, they may next be arranged in classes, and taught to read the syllables from the cards, which for this purpose should be placed on the spelling post before them, and the letters pointed out by the teacher or monitor. Next proceed to teach them from the cards containing short easy words, requiring a definition of each word which is read. Such words as are not familiar should be explained by the teacher, which must be done in so engaging a manner as to enlist the attention, or nothing will be gained.

*Ex.* The word spelled is b-a-t, bat. What is a bat? has any one of you, ever seen a little animal which is called bat? It is a very curious creature, not larger

than your fist, when it sits still. It is covered with soft fur and has little ears like a mouse. Is it a mouse? No, it is not a mouse, for a mouse cannot fly, but the little bat can spread its wings as broad as a plate, and fly about very swiftly. After a lesson has been read and spelled by the children, they should be exercised in pronouncing the same words without spelling them. This will help them to know words at first sight, and prepare them to read sentences without first spelling the words.

An interest in spelling may be excited by calling upon the pupils to spell the names of common things. *Ex.* Spell the name of some thing you now see. Of some animal. Of some beautiful flower. Of some fruit Of something you can see in the blue sky, &c.

When the pupils have proceeded thus far in learning to read, they are prepared for easy lessons in reading. These should consist of short sentences, on pleasing, familiar subjects, expressed in simple language.

## WORDS DEFINED.

Experience shows that defining words gives a high degree of interest to spelling and reading, provided the definitions are reduced to the comprehension of the pupils; this, together with the great advantage which must result from the early acquisition of correct language, renders it an important branch of infant education. Short lessons are preferred in this exercise and should be well understood before others are given.

The teacher may ascertain whether the definition of a word is well understood, by obtaining answers to such questions as are annexed to a few words at the beginning of this lesson.

*Abandon*, to leave and forsake.

What should you forsake? All that is wicked.

*Abase*, to cast down and bring low.

Was that man abased who was put in prison for his bad conduct?

*Abba*, a word used for father

*Abet*, to help another in what he is doing.

Is it right to abet one who is doing wrong?

*Abhor*, to dislike very much, to hate

What should we abhor?

*Abluent*, that which washes clean.

With what do we wash? What is used with water.

*Above*, in a high place, over head.

Can you tell me of something that is over head?

*Abreast*, side by side.

How do you stand when you rise to read?

*Abroad*, out of the house.

Where do you like to go?

*Abscond*, to hide one's self.

What do some persons do, to keep away from others?

*Absorb*, to suck up.

What will the sponge do, when put in water?

*Absurd*, very foolish.

What is it to say, I cry for food because I am sleepy?

*Abundance*, a great plenty.

Can you mention anything which you have in abundance?

*Abuse*, to treat with rudeness.

What is it to push and strike another?

*Aborigines*, first inhabitants of a country.

What are the Indians?

*Absent*, away.

What can you say of the children who are not in school to-day?

*Accelerate*, to make anything go faster

*Access*, the way to approach a thing

*Accommodate*, to supply one with things which he wants

*Accost*, to speak first to

*Accurate*, without any fault

*Accumulate*, to increase, to gain more

*Acid*, sour

*Acquire*, to gain a thing by our own labor

*Act*, something done

*Acute*, sharp, ending in a point

- Adapt*, to fit one thing to another
- Add*, to join one thing to another
- Adhere*, to stick to something
- Adjacent*, that which lies next to another
- Adjourn*, to put off to another day
- Admit*, to let in
- Adverse*, contrary
- Admire*, to wonder, to regard with affection
- Aerial*, belonging to the air
- Affection*, love, kindness
- Afflict*, to give pain, and make another unhappy
- Affliction*, pain and sorrow
- Aged*, many years old
- Agent*, one who acts for others
- Agile*, nimble, ready
- Agony*, violent pain
- Alarm*, sudden surprise
- Alabaster*, a kind of soft marble
- Aloft*, on high
- Alternate*, by turns, one after another
- Amiss*, wrong, improper
- Amity*, friendship
- Amputate*, to cut off
- Anchor*, a heavy iron to hold a ship
- Ancient*, old, of long duration
- Angel*, a ministering spirit
- Anguish*, great pain
- Anil*, the plant from which indigo is made
- Animate*, to quicken, to give life
- Annex*, to join one thing to another
- Anoint*, to bathe with oil
- Annoy*, to vex another
- Annual*, that which occurs every year
- Anon*, that which comes soon
- Anonymous*, without a name
- Anti*, opposite
- Antipodes*, those people on the other side of the globe who have their feet directly opposite to ours



- Antler*, a branch of a deer's horn  
*Anvil*, an iron block, on which smiths hammer and shape their work  
*Aperture*, an open place  
*Apostle*, one sent to teach  
*Appal*, to be frightened, or to grow faint  
*Apparel*, clothes  
*Arbor*, a place covered with branches of trees  
*Arrear*, behind  
*Ascend*, to move upwards  
*Ascent*, a way to go up, a high place  
*Assassin*, a secret murderer  
*Asylum*, a safe place  
*Atlas*, a book of maps  
*Atmosphere*, the air round the earth  
*Atom*, a thing extremely small  
*Aurora*, morning  
*Avenue*, an alley of trees before a house—passage of any kind  
*Azure*, a faint blue color
- Balcony*, a frame in front of a house or other building  
*Balmy*, fragrant  
*Bane*, poison  
*Banish*, to condemn a person to leave their own country  
*Bard*, one who makes poetry  
*Bath*, a place to wash in  
*Battle*, to contend in fight  
*Bauble*, a trifling thing  
*Behold*, to look upon  
*Belch*, to raise wind from the stomach  
*Belle*, a lady much admired  
*Belfry*, a place to hang a bell  
*Berry*, a small fruit with many seeds  
*Besom*, a broom  
*Beverage*, a drink  
*Blade*, a spire of grass, a leaf

*Bless*, to make one happy  
*Blind*, deprived of sight  
*Bloom*, covered with flowers  
*Blossom*, a flower  
*Boat*, a small vessel to sail in  
*Boil*, to set in motion by heat  
*Border*, the edge  
*Bough*, the branch of a tree  
*Bran*, the coarse part of meal  
*Branch*, the shoot of a tree from the trunk  
*Breeze*, a gentle wind  
*Bridge*, road over the water  
*Brilliant*, shining  
*Brim*, the edge of anything  
*Brine*, water mixed with salt  
*Brook*, a small stream of water  
*Buoy*, to float, to bear up  
*Bustle*, a tumult, a hurry  
*Builer*, a servant who provides drink for the table

*Cabin*, a small room in a ship  
*Calm*, quiet, without motion  
*Candor*, frankness  
*Cannibal*, one who eats men  
*Captive*, one made prisoner  
*Car*, a chariot  
*Caravan*, a company of traders travelling  
*Caress*, an act of fondness  
*Castle*, a fortified house, a fortress  
*Cavern*, a hollow place in the ground  
*Cellar*, a room in the ground  
*Centrifugal*, flying from the centre  
*Centripetal*, tending to the centre  
*Cessation*, a stop, a rest  
*Chapter*, part of a book  
*Charity*, giving to the poor  
*Chasm*, an opening  
*Chat*, idle talk

*Chimney*, a place for the smoke to ascend  
*Chirology*, talking by the motion of the hand  
*Chum*, a chamber companion  
*Churl*, a cross, covetous man  
*Cider*, juice of apples  
*Citron*, a large kind of lemon  
*Clamber*, to climb  
*Claw*, the foot of an animal which has sharp nails  
*Clay*, a kind of earth of which bricks are made  
*Clear*, bright, without clouds  
*Celerity*, swiftness  
*Cliff*, a steep rock  
*Cloud*, a collection of vapor  
*Clown*, an ill-behaved man  
*Coffer*, a chest for keeping money  
*Compare*, to measure one thing by another  
*Compassion*, pity  
*Complaisance*, pleasing kindness  
*Complain*, to murmur, to lament  
*Composed*, calm, quiet  
*Concave*, a hollow—an arch, or vault  
*Concord*, peace, union  
*Condense*, thick, crowded  
*Congel*, to freeze  
*Constellation*, a number of stars near each other  
*Confine*, to shut up  
*Convex*, rising in a circular form  
*Contain*, to hold  
*Countenance*, form of the face  
*Country*, a part of the earth  
*Cottage*, a small house  
*Covet*, to desire others' things  
*Cream*, the oily part of milk  
*Creator*, One who makes things from nothing  
*Crescent*, half moon  
*Crescent*, growing larger  
*Crime*, an act of wickedness  
*Cull*, to pick out of many

*Current*, a running stream

*Custard*, food made of eggs, milk and sugar

*Damp*, some wet, water in the air

*Dapple*, marked with various colors, spotted

*Dawn*, the morning after the light ~~is~~ appears till sunrise

*Daybreak*, the first appearance of morning light

*Deaf*, not able to hear

*Debt*, what is due to another

*Decay*, wearing out

*Decline*, to lean downwards, to become less, to refuse

*Decoy*, to draw one into mischief

*Defer*, to put off, delay

*Delicate*, nice, pleasing to the sense

*Delight*, great joy

*Delinquent*, one who has committed a crime

*Deluge*, an overflow of water

*Dentist*, a doctor for the teeth

*Depart*, to go away

*Depravity*, wickedness

*Deprive*, to take away

*Descend*, to go downwards

*Destroy*, to spoil and waste

*Detect*, to find out a crime

*Deter*, to make one afraid to do a thing

*Devour*, to eat greedily

*Dumb*, not able to speak

*Diameter*, line across the middle of a circle

*Diet*, food

*Dilate*, to spread out, to grow large

*Dilute*, to make thin and weak, like water

*Dim*, not seeing clearly

*Dine*, to eat dinner

*Dinner*, food prepared for noon

*Directly*, in a straight course

*Discord*, quarrel

*Dissemble*, to hide the truth

*Distance*, length of way from one place to another

*Diurnal*, that which occurs every day

*Down*, soft feathers

*Dream*, thoughts in sleep

*Dungeon*, a dark prison, sometimes under ground

*Earthquake*, shaking of the ground

*Echo*, the return of a sound

*Eddy*, the whirling of water

*Elegant*, graceful, pleasing to good taste

*Elucidate*, to explain, to make clear

*Elope*, to escape

*Emaciate*, to lose flesh

*Emancipate*, to set free from prison, or slavery

*Embark*, to put into a ship

*Emerge*, to rise out of anything by which it was covered

*Emigrate*, to move from one country to another

*Eminent*, high, lofty, distinguished

*Emit*, to send out

*Entice*, to draw by flattery

*Enjoy*, to be pleased with a thing

*Enter*, to go in

*Equal*, like another

*Errand*, something done or told by one sent

*Erudition*, learning

*Escape*, getting out of danger

*Eternity*, duration without beginning or end

*Evaporate*, to fly off in vapor

*Evil*, wicked

*Exclaim*, to cry out

*Exist*, to live

*Expect*, to wait for a thing

*Extinct*, put out, and destroyed

*Extol*, to praise very highly

*Extreme*, the greatest or highest, the farthestmost part

*Fault*, a small crime

*Figure*, the form of a thing  
*Fissure*, an opening where a thing is broken  
*Flame*, the light of fire  
*Flavor*, something that affects the taste  
*Fleece*, the wool which is cut off from a sheep  
*Forlorn*, lost, forsaken, destitute  
*Fact*, that which is done  
*Fade*, to lose color and beauty  
*Faith*, belief  
*False*, not true  
*Fang*, a long tooth  
*Fault*, wrong action  
*Felicity*, happiness  
*Filth*, dirt  
*Firmament*, the sky  
*Flavor*, scent of a thing  
*Flaw*, a crack  
*Fluid*, that which flows like water  
*Fog*, water in the air, which appears like smoke  
*Foliage*, green leaves  
*Food*, victuals  
*Forgive*, to love one who has hurt us, and not punish him  
*Fraud*, deceit  
*Frenzy*, madness.  
*Fresh*, new, not salt  
*Freshet*, the rising of rivers  
*Fuel*, what supplies the fire  
*Funeral*, burial of the dead  
*Furnace*, a place to melt iron  
*Futurity*, time to come  
  
*Gad*, to run about for nothing  
*Galley*, a vessel which sails by the help of oars  
*Garland*, string of flowers  
*Garment*, covering for the body  
*Garret*, the highest room of a house  
*Gay*, cheerful, merry  
*Gem*, a precious stone

## INFANT SCHOOL MANUAL.

*Gentle*, soft, mild  
*Giant*, a very large man  
*Glance*, a quick view  
*Glee*, merriment  
*Glen*, land between two hills  
*Glimpse*, a weak faint light  
*Globe*, a round ball  
*Gloom*, darkness  
*Glory*, the felicity of heaven  
*Glutton*, one who eats too much  
*Grave*, a place in the ground for the dead  
*Grief*, sorrow  
*Gruel*, meal boiled in water for food  
*Guest*, a visitor  
*Guide*, one who tells another the way

*Halo*, a red circle round the sun or moon  
*Ham*, part of the thigh  
*Hay*, dried grass  
*Haze*, fog, water in the air  
*Hedge*, a fence made with bushes  
*Herd*, a company of beasts  
*Hide*, the skin of an animal  
*Hillock*, a small hill  
*Hoist*, to raise up  
*Hospitality*, kindness to strangers  
*Hospital*, house for the sick  
*Hovel*, a poor mean house  
*Humid*, wet, moist, watery  
*Humility*, without pride  
*Hungry*, wanting food  
*Hut*, a poor small house

*Idea*, something we see in thought, or mind  
*Idol*, a false god  
*Illuminate*, to make light  
*Immortal*, will never die  
*Implore*, to ask favor

*Impede*, to hinder  
*Impious*, wicked  
*Impotent*, weak, feeble, lame  
*Import*, to bring from another country  
*Infant*, a child less than seven years old  
*Inhabitant*, one who lives in a place  
*Inhale*, to draw in the breath  
*Instep*, the upper part of the foot  
*Invent*, to find out something not known before

*Jasper*, a stone of a bright beautiful green color  
*Jet*, a beautiful fossil of a deep black color

*Kindle*, to set on fire  
*Kind*, pleasant and helpful  
*Kitchen*, a room where food is cooked

*Label*, a small scrip of writing  
*Lad*, a boy  
*Larder*, a room where meat is kept  
*Lass*, a girl  
*Lawn*, open land between woods  
*Law*, a rule to be obeyed  
*Layman*, a man that is not a clergyman  
*Ledge*, a ridge rising above the rest  
*Leisure*, time to do what you please  
*Levity*, idle pleasure  
*Light*, not dark  
*Liquid*, fluid, as water  
*Local*, in some particular place  
*Lounge*, to lie down idly  
*Lucid*, clear and bright, what you can see through  
*Luminary*, any body that gives light  
*Lunar*, something about the moon  
*Luncheon*, a handful of food  
*Lungs*, that part of the body which receives the breath  
*Luscious*, very sweet  
*Lustre*, brightness



*Lymph*, water, transparent liquor

*Magnet* the stone that attracts iron

*Market*, a place for buying and selling

*Mammon*, riches

*Mansion*, a house

*Manual*, what is done with the hands

*Map*, picture of countries

*Margin*, the edge or border

*Marsh*, wet land

*Maternal*, relating to a mother

*Matron*, an old lady

*Maze*, unable to think, confused

*Meal*, ground corn

*Messiah* the Saviour of the world

*Mint*, a place where money is made

*Missionary*, one sent to teach religion

*Mirror*, looking-glass

*Miser*, one who covets riches and does no good with them

*Mist*, fine rain

*Mite*, a very small insect

*Mollify*, to soften

*Molten*, that which is melted

*Money*, metal made in small pieces for the use of trade

*Morsel*, a piece small enough to put in the mouth

*Mortal*, one that must die

*Moth*, a small worm which feeds upon woollen clothes

*Moulder*, to turn to dust

*Mourn*, to grieve and be sorry

*Mow*, to cut grass with a scythe

*Museum*, a place where curiosities are kept

*Nasal*, something belonging to the nose

*Nation*, a people

*Nativity*, the beginning of life

*Neighbor*, one near us

*Nestle*, to lie down snug like birds in a nest

*Nonsense*, words without meaning

*Noon*, middle of the day  
*Nosegay*, a bunch of flowers  
*Novel*, a story  
*Novennial*, that which occurs every ninth year  
*Novice*, one who is new in any business  
*Numerous*, a great many

*Obvious*, easily seen  
*Odious*, hateful  
*Odour*, a sweet scent  
*Opulent*, rich, wealthy  
*Orchard*, a garden of fruit  
*Otter*, an amphibious animal, covered with a rich fur  
*Oval*, shaped like an egg

*Palace*, a king's house  
*Pall*, covering thrown over the dead  
*Par*, of equal value  
*Parent*, father or mother  
*Pastime*, play  
*Pasture*, a field of grass for cattle  
*Patriot*, one who has care and love for his country, as  
     a father has for his family  
*Peasant*, one who works in the field  
*Pedal*, belonging to the foot  
*Peevish*, soon angry, fretful  
*Pelf*, money, riches  
*Peril*, danger, near to trouble  
*Perish*, to die, to come to nothing  
*Permanent*, that which will last long  
*Permit*, to allow one to do a thing  
*Perpetual*, that which never stops  
*Pert*, bold and saucy  
*Peruse*, to read  
*Perverse*, one who is cross, and will do wrong  
*Pilgrim*, a religious traveller  
*Pinnacle*, the highest part of a building  
*Pacify*, to quiet an angry person

*Paternal*, fatherly  
*Penitence*, sorrow for sin  
*Penury*, poverty  
*Pilfer*, to steal small things  
*Pity*, sorrow for another's trouble  
*Pit*, a hole in the ground  
*Placid*, gentle, quiet  
*Plant*, any vegetable which grows from the ground  
*Plumber*, one who works upon lead  
*Plumage*, feathers of a bird  
*Plunge*, putting under water  
*Police*, men chosen to take care of a city  
*Poison*, that which injures or destroys life  
*Pony*, a small horse  
*Poor*, who have not enough to be comfortable  
*Populous*, full of people  
*Portable*, that which can be easily carried from place to place  
*Portrait*, picture of some person  
*Postage*, money paid for carrying a letter  
*Potent*, having great power  
*Poultry*, fowls which live about the house  
*Prank*, a merry trick  
*Precipice*, steep place  
*Precise*, very exact and nice  
*Prepare*, to make ready beforehand  
*Pretty*, beautiful without grandeur  
*Prey*, what is taken by violence, to be eaten  
*Progress*, moving forward  
*Prompt*, ready, quick  
*Prone*, bending downward  
*Propel*, to urge forward  
*Prophecy*, telling what is to come  
*Prospect*, things seen at a distance  
*Proud*, too much pleased with one's self  
*Psalmist*, a writer of holy songs  
*Pulse*, the motion of the arteries which carry the blood from the heart

*Pupil*, scholar, one under the care of a teacher

*Quake*, to shake with cold, or fear

*Quarry*, a place in the earth where people dig stones

*Quit*, to leave

*Rabble*, a crowd or collection of low people

*Range*, to rove wherever they please

*Rebel*, to disobey and rise against a ruler

*Reject*, to throw aside as useless

*Render*, to pay back, to return

*Replete*, completely filled

*Repose*, sleep, rest

*Restore*, to give back what has been taken away

*Retain*, to keep, and not lose

*Reverse*, turn upside down

*Reward*, pay received for good done

*Ripple*, little curling waves

*Raft*, a float of timber

*Rejoice*, to be glad

*Relate*, to tell a thing

*Repent*, to be sorry for sin

*Repine*, to fret

*Retire*, to go away from others

*Rock*, a very large stone

*Romp*, a rude girl

*Shop*, a place where things are made or sold

*Silk*, the thread of a silkworm

*Slothful*, slow and idle

*Scribe*, a writer

*Slough*, deep mud

*Savior*, one who saves

*Sluggard*, an idle, sleepy fellow

*Stranger*, a person we do not know

*Surface*, the outside

*Silent*, not speaking

*Slop-shop*, where ready made clothes are sold

*Scold*, to talk loudly in anger  
*Smile*, a look of pleasure  
*Stamp*, to step heavy  
*Serenade*, music in the night  
*Sound*, a noise  
*Slander*, a false story about a person  
*Seek*, to look for  
*Shun*, to keep away from a thing  
*Scald*, burn with hot liquor  
*Smite*, to strike  
*Saliva*, the fluid of the mouth  
*Secret*, something hidden  
*Scanty*, poor, not enough  
*Sylvan*, a place of woods  
*Sin*, disobedience to God  
*Solar*, something belonging to the sun  
*Solid*, not hollow, not fluid  
*Solitary*, one who lives alone  
*Soothe*, to flatter, to please  
*Stage*, the distance one travels before he stops  
*Summit*, the top, or utmost height  
*Superb*, grand, lofty  
*Suppress*, to conceal, to crush  
*Supreme*, highest, most excellent  
*Sweet*, pleasing to the senses, luscious to the taste, fragrant to the smell, melodious to the ear, beautiful to the sight

*Theft*, the crime of stealing  
*Thief*, one who steals  
*Tallow*, the fat of an ox or sheep, also procured from berries  
*Tempest*, a violent wind  
*Terror*, great fear  
*Timber*, wood for building  
*Toilet*, a dressing table  
*Torrent*, water which runs swiftly  
*Tyrant*, a cruel ruler

*Tingle*, a sharp quick pain  
*Totter*, to shake as if ready to fall  
*Trample*, to tread upon  
*Terrify*, to shock with fear  
*Torrid*, very hot  
*Tutor*, one who teaches  
*Tower*, a very high building  
*Treasure*, goods laid up  
*Theatre*, a play house  
*Tawny*, yellow, like tanned leather  
*Tempt*, to lead to evil, by the promise of some pleasure  
*Tinsel*, that which shines, but is of little worth  
*Tomb*, a house in the ground for the dead  
*Twilight*, between sunset and dark

*Unit*, one, the least number  
*Unity*, love, agreement  
*Unpolite*, ill behaved, not civil  
*Untold*, that which is not numbered  
*Urbane*, pleasing and well behaved

*Voice*, sound from the mouth  
*Vigil*, watching and praying through the night  
*Viper*, a poisonous serpent  
*Vacant*, empty, not busy  
*Vagabond*, one who wanders about without any home  
*Vale*, a wide open ground between two hills  
*Vary*, to change  
*Vase*, a vessel for show  
*Vast*, very great  
*Verdure*, green color  
*Venom*, poison  
*Vermin*, any hurtful animal  
*Vernal*, belonging to the spring season  
*Vigilant*, watchful, attentive  
*Vocal*, relating to the voice  
*Volatile*, passing through the air  
*Volcano*, a burning mountain

*Whimper*, to cry low  
*Weather*, state of the air  
*Winter*, the cold season  
*Warm*, heated but little  
*Waft*, to float, to sail  
*Welcome*, received with gladness

*Yam*, a root that is useful for food

*Zenith*, the point in the sky over our heads  
*Zephyr*, a soft wind  
*Zigzag*, turning this way and that way

### WORDS CONTRASTED.

IN this exercise one word is given out by the teacher, and the contrast supplied by the children. This process tends to strengthen the power of recollection, and it is also a very amusing method of teaching definitions.

Ask	Answer	Cry	Laugh
Acquit	Condemn	Claim	Disclaim
Broad	Narrow	Clothed	Naked
Boy	Girl	Dry	Wet
Blunt	Sharp	Dead	Alive
Blind	See	Dark	Light
Breadth	Length	Debt	Credit
Break	Mend	Dear	Cheap
Black	White	Dawn	Dusk
Bind	Loose	Dress	Undress
Bold	Modest	Early	Late
Braid	Unbraid	East	West
Beginning	End	Earth	Sky
Buy	Sell	Fair	Foul
Crooked	Straight	Few	Many
City	Country	Fat	Lean
Cellar	Garret	Fluid	Solid
Clean	Dirty	Freeze	Thaw

Fetch	Send	Miss	Master
Fear	Dare	Morning	Evening
Far	Near	Mountain	Valley
Feast	Fast	Man	Woman
First	Last	Male	Female
Good	Bad	Many	Few
Great	Small	Mock	Revere
Giant	Dwarf	Matter	Spirit
Give	Take	Night	Day
Going	Coming	Noon	Midnight
Height	Depth	North	South
Heaven	Hell	Noble	Mean
Head	Foot	Naked	Clothed
Home	Abroad	Open	Shut
Health	Sickness	On	Off
Hill	Valley	Peace	War
Hot	Cold	Pain	Ease
High	Low	Pleasant	Unpleasant
Hit	Miss	Pack	Unpack
Hard	Soft	Pleased	Displeased
Hide	Find	Palace	Cottage
Here	There	Pretty	Ugly
Help	Hinder	Pull	Push
In	Out	Pure	Impute
Industry	Idleness	Pale	Rosy
Just	Unjust	Quick	Slow
Kind	Cruel	Quit	Hold
Keep	Lose	Right	Wrong
King	Queen	Rare	Common
Long	Short	Ripe	Unripe
Lad	Lass	Right	Left
Life	Death	Rest	Labor
Land	Water	Rich	Poor
Light	Dark	Rise	Fall
Lead	Drive	Raise	Lower
Like	Dislike	Strong	Weak
Love	Hate	Sleep	Wake
Live	Die	Stop	Go
Meek	Proud	Summer	Winter
Melt	Congeat	Spring	Autumn
Motion	Rest	Sober	Drunken



Sweet	Sour	Tall	Short
Sad	Glad	Teacher	Learner
Sick	Well	Tidy	Slovenly
Safe	Unsafe	Twist	Untwist
Slow	Fast	Trust	Distrust
Sew	Rend	Up	Down
Swim	Sink	Under	Over
Sit	Stand	Vain	Humble
Stout	Slender	Wound	Heal
Shady	Sunny	Warm	Cool
Shame	Glory	Wide	Narrow
Save	Destroy	Work	Play
Stoop	Rise	Wild	Tame
Storm	Calm	Wisdom	Folly
Some	None	Whole	Broken
Top	Bottom	Wealth	Want
Tight	Loose	Wind	Unwind
Thin	Thick	Young	Old
True	False	Youth	Age
Talk	Silence		

### CHARACTERISTIC DEFINITIONS.

WHEN the following exercise has become familiar in the order in which it stands, it should be reversed, taking the answer for the question.

What are those persons called who worship Idols? Idolaters, Heathen, or Pagans.

What are those who take God's name in vain? Profane.

What are those who do not keep the Sabbath holy? Sabbath breakers.

What are those who eat human flesh? Cannibals.

What are those who have not learned to read, or work, or govern their passions? Savages.

What are those who are cruel, and don't know what is right? Barbarians.

What are those who kill others? Murderers.

What are those who steal? Thieves.

What are those who do not speak the truth? Liars.

What are those who hurt folks or animals, and do not pity them? Cruel.

What are those who love to injure others, and intend to hurt them? Malicious.

What are those who do not give as much as they pretend? Cheats.

What are those who do not like to see others happy and beloved? Envious.

What are those who desire others' things? Covetous.

What are those who try to do things without others' seeing them? Sly.

What are those who wish to make others think they are good, when they are not? Hypocrites.

What are those who eat too much? Gluttons.

What are those who don't take care for any but themselves? Selfish.

What are those who will hurt those who hurt them? Revengeful.

What are those who think themselves better than others? Proud.

What are those who are so fond of keeping their things, they will not use them, nor let others? Parsimonious.

What are those who govern with cruelty? Tyrants.

What are those who care most to please the senses and appetite? Sensual.

What are those who make it all their business to get money and lay it up? Misers.

What are those who think others do not love them? Jealous.

What are those who do not like to do anything? Slothful.

What are those who are quarrelsome and noisy? Wranglers.

What are those who are anxious to get things for themselves? Avaricious.

What are those who drink strong drink? Intemperate

What are those who are made crazy with strong drink?  
Intoxicated.

What are persons called who are often intoxicated?  
Drunkards.

What are those who eat and drink no more than is good for them? Temperate.

What are those who eat and drink very little? Abstemious.

What are those who laugh a great deal? Merry.

What are those who talk a great deal? Loquacious.

What are those who are bold in wickedness? Audacious.

What are those who are severe and harsh? Austere.

What are those who meddle with that which is not their business? Meddlesome.

What are those who are busy to find out everything?  
Inquisitive.

What are those who are bold to ask a great many questions about others' business? Impertinent.

What are those who are in a hurry, and are unwilling to wait for what they want? Impatient.

What are those who are quick to get angry with everything that does not please them? Irritable.

What are those who are quick to gain a knowledge of things? Ingenious.

What are those who have the knowledge of letters, of work, and good manners? Civilized.

What are those who work to some good purpose?  
Industrious.

What are those who are constant at their work?  
Diligent.

What are such as cannot bear pain or trouble without complaining? Murmurers.

What is it when we are pleased with others and wish to make them happy? Love.

What are those who wish good to all? Benevolent.

What are those who do good to the evil and unthankful? Merciful.

What are those who delight to help others? Kind.

What are those who give to every one what they ought to have? Just.

What are those who are careful to serve God in every way? Pious.

What are those who delight in prayer and praise? Devout.

What are those who are quiet, and think others better than themselves? Humble.

What are those who can bear ill treatment without being offended? Meek.

What are those who study to say and do what is best? Prudent.

What are those who give to the poor? Charitable.

What are those who are ardent in what they do? Zealous.

What are those who do a great deal to help people and wish to make all happy? Philanthropists.

What are those who have good and handsome manners? Polite.

What are those who have warm and active passions? Ardent.

What are those who are pleasing and sociable? Companionable.

What are those who are pleasing in conversation, and easy in their manners? Affable.

What are those who are afraid they cannot do as they should do? Diffident.

What are those who believe and love, that which they do not know to be right? Bigots.

What are those who are not afraid? Courageous.

What are those who are plain and artless? Simple.

What are those who are willing to bear pain and trouble because it is God who gives it? Resigned.

## DEFINITIONS OF ARTS AND SCIENCES.

What is a person called who has the knowledge of some art? A Mechanic.

What is a *Farmer*? One who tills the ground, to raise food for men and cattle.

What is a *Blacksmith*? One who makes things of iron.

*Cordwainer*, one who makes boots and shoes.

*Saddler*, one who makes harnesses and saddles for horses

*Carpenter*, one who makes houses

*Mason*, one who builds chimneys and brick houses

*Cabinet-maker*, one who makes tables, bureaux, and other furniture

*Glazier*, one who sets glass in windows

*Painter*, one who paints

*Cooper*, one who makes barrels and tubs

*Tanner*, one who makes leather from skins

*Currier*, one who blacks and dresses off leather

*Printer*, one who prints papers and books

*Bookbinder*, one who puts a cover on a book after it is printed

*Tailor*, one who makes clothes

*Whitesmith*, one who works in polished iron, and makes tools and instruments

*Tinner*, one who makes vessels of tin

*Pewterer*, one who works in pewter and makes basins and plates

*Plumber*, one who works in lead

*Barber*, one who shaves and cuts hair

*Goldsmith*, one who works in gold and silver

*Gauger*, one who measures vessels

*Cutler*, one who makes or sells knives, and other edged instruments

*Brewer*, one who makes beer

*Butcher*, one who kills and sells meat

*Baker*, one who makes bread to sell

*Founder*, one who shapes melted metals in moulds for any use

*Potter*, one who makes earthen vessels of clay

*Merchant*, one whose business is to buy and sell

*Haberdasher*, one who sells small things

*Engraver*, one who cuts figures and letters in stone and metal

*Grocer*, one who sells sugar, molasses, raisins, figs, and other eatables

- Upholsterer*, one who sells house furniture  
*Jeweller*, one who makes and sells ornaments and vessels of silver and gold  
*Draper*, one who sells cloth  
*Clothier*, one who finishes cloth  
*Dyer*, one who dyes cloth  
*Clerk*, a man who writes and transacts business as an assistant  
*Attorney*, one who takes the care of, and does business for others  
*Lawyer*, one who studies the laws, and explains them  
*Crier*, one employed to proclaim things  
*Magistrate*, one chosen to govern the people  
*Legislator*, one who makes laws  
*Philosopher*, one who has much knowledge of the reason and nature of things  
*Astronomer*, one who studies the heavenly bodies  
*Physician*, one who studies diseases, and medicine  
*Surgeon*, one who takes care of wounds, sores, broken bones, and cuts off diseased limbs  
*Minister*, one who is employed for others  
*Divine*, a minister of the gospel  
*Principal*, the first, the head of his companions or associates

What are the teachers and rulers in a college? president, professors, and tutors.

When you learn the letters and how to put them together and spell words, what is it? Orthography.

When you learn what language is, and how words should be placed in sentences, what is it? Grammar.

When you learn respecting the earth, the continents, oceans, mountains, rivers, cities and towns, what is it? Geography.

When you learn respecting the sun, moon and stars, what is it? Astronomy.

When you learn to count, and multiply, and divide numbers, what is it? Arithmetic.

When you learn respecting lines, circles, angles, surfaces and solids, what is it? Geometry.

When you learn what has been done in times past, what is it? History.

When you learn the reason of things, what is it?  
Philosophy.

When you learn of what the earth is composed, what  
is it? Geology.

When you learn of plants and flowers, what is it?  
Botany.

### CONTRAST OF CHARACTERS.

Christian	Heathen	Diffident	Confident
Pious	Profane	Patient	Impatient
Civilized	Savage	Sociable	Unsociable
Philanthropic	Malicious	Polite	Unpolite
Honest	Dishonest	Courageous	Fearful
Kind	Cruel	Bold	Bashful
Benevolent	Malevolent	Worthy	Worthless
Just	Fraudulent	Faithful	Treacherous
Hospitable	Inhospitable	Humble	Arrogant
Humble	Proud	Meek	Revengeful
Diligent	Idle	Rational	Bigoted
Industrious	Slothful	Contented	Discontented
Reserved	Loquacious	Cheerful	Melancholy
Liberal	Avaricious	Fearful	Presumptuous
Generous	Mean	Careful	Careless
Sedate	Merry	Sincere	Hypocritical
Sober	Intoxicated	Affectionate	Hardhearted
Prudent	Imprudent		

### DEFINITIONS OF VARIOUS CAUSES OF DEATH.

What is death? It is ceasing to live.

What part of us will die? Our bodies.

What are some of the things which occasion death?

Disease, fire, water, smoke, cold, hunger, violence,  
passion, intemperance.

When death is occasioned by disease, what is it called?  
A natural death.

When by fire, what is it called? Burning

When by water, what is it called? Drowning

When by the heat of liquids? Scalding.

When by bad air or smoke? Suffocating.

When by over eating or drinking? Surfeit.

When by violence? Murder.

When one is killed by another without design? Man-slaughter.

When one dies without any perceptible means? The stroke of death.

There are several kinds of murder; when one is murdered by his own child, what is it? Parricide.

When by a brother, what is it? Fratricide.

When an infant is murdered? Infanticide.

When the king is murdered? Regicide.

When one kills himself? Suicide.

How many of the inhabitants of the earth die each day?

### ELLIPSIS.

In this exercise, the teacher first repeats a sentence leaving out some word, or words, which the children are required to supply, as they repeat the sentence after the teacher. This serves not only for amusement, but also to strengthen the power of recollection, and help the pupil to form correct sentences.

The	will burn.	The	is long.
The	is green.	The	is short.
The	is white.	The	is high.
The	is blue.	The	is low.
The	are yellow.	The	is loud.
The	are red.	The	is soft.
The	are purple.	The	is hard.
The	is brown.	The	is heavy.
The	is light.	The	is smooth.



The	is dark.	The	is rough.
The	is round.	The	is fragrant.
The	is square.	The	is warm.
The	is oval.	The	is cold.
The	is oblong.	The	is dry.
The	is large.	The	is wet.
The	is small.		

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### LESSONS IN ARITHMETIC.

A CHILD of three years, who had attended an infant school several weeks, was able to repeat regularly the names of the figures. It was perceived, however, upon examination, that she had gained a knowledge of names only, and had not perceived, that the word seven comprehends more things than the words three or four.

To prevent this failure, it is necessary to illustrate the first lessons in counting by the numerical frame, that the names of numbers may convey to the pupil the idea of things.

#### *Lesson I.*

The teacher, holding up the numerical frame before the children, with a pointer moves out the balls, one after another, as the children count them.

First she shows them one ball alone, saying, here is one ball. She then moves out another ball, saying, here is one more, *count these together*, one, two; here are two balls. She then moves another and says, *count these*, one, two, three; here are three balls. She proceeds in this manner till the children have learned to count ten. Short lessons are given, lest the mind should be confused, and the instruction lost; for more progress is made in teaching, if a child obtains the knowledge of one distinct thing, than if he receives a confused notion of twenty.

When they can count ten, they may be taught the figures, which may be done on the frame. In this process,

the teacher moves out a ball, with the pointer; the children count one, then with chalk he makes the figure one, directly against it on the frame, and teaches them, that it *signifies* one. He next moves out two balls, the first figure is rubbed out, and the figure 2 marked on the frame, and the meaning of it taught. Thus the ear, the eye and the mind will mutually assist each other.

### *Lesson II.*

The exercise of counting ten, keeping time by striking the fists on the lap, will be amusing and instructive; at each period they are permitted to clap hands, while the teacher chalks one mark upon the frame, which represents one ten, and when the marks are ten, the children count them, and find they have counted ten tens, and then they may be taught the sum of them is one hundred.

### *Lesson III.*

Exercise the children in counting one hundred, while the teacher moves out the balls one after another. When they have learned to do this with ease, the teacher moves the frame so as to throw the balls first at one end of the wires and then at the other, at the same time counting with the children, one hundred, two hundred, three hundred and so on to ten hundred; then teach them that the sum of ten hundred is one thousand.

This is described as one method of teaching to count. The method may be varied as the ingenuity of the teacher may devise; but the principle should be preserved

### *Lesson IV.*

In teaching the following lessons the numbers of balls named, must be moved out on separate wires.

- How many balls are 2 balls and 1 ball?
- How many balls are 2 balls and 2 balls?
- How many balls are 2 balls and 3 balls?
- How many balls are 2 balls and 4 balls?

How many balls are 2 balls and 5 balls?

How many balls are 2 balls and 6 balls?

How many are 2 and 7; 2 and 8; 2 and 9; 2 and 10?

When the children cannot give the answer, they should be required to count them.

### *Lesson V.*

Repeat without the frame, keeping time by striking the fists upon the lap:

2 and 1 are 3; 2 and 2 are 4; 2 and 3 are 5; 2 and 4 are 6; 2 and 5 are 7; 2 and 6 are 8; 2 and 7 are 9; 2 and 8 are 10; 2 and 9 are 11; 2 and 10 are 12.

Thus proceed through the addition, taking care that a lesson is well learned before a new one is given.

### *Subtraction.*

Move out 2 balls with the pointer.

Here are 2 balls; if I take one away, how many will there be left?

Move out 3 balls, take 1 away, how many?

Move out 4 balls, take 1 away, how many?

Move out 5 balls, take 1 away, how many?

Repeat, while the teacher moves the balls—

2 less 1 are 1; 3 less 1 are 2; 4 less 1 are 3; 5 less 1 are 4.

### *Multiplication.*

Point out two wires on the numerical frame.

Here are two wires; I will move out one ball on each wire;—how many balls are there? 2. Now you see how twice 1 are 2. I will move out 2 balls on each wire;—how many are there? 4. Now you see how twice 2 are 4.

Repeat as the balls are moved out

Twice 1 are 2;

Twice 4 are 8;

Twice 2 are 4;

Twice 5 are 10;

Twice 3 are 6;

Twice 6 are 12;

Twice 7 are 14;

Twice 9 are 18;

Twice 8 are 16;

Twice 10 are 20;

The number of wires on which the balls are moved form the multiplier.

Proceed with the same care through the multiplication table.

This method of teaching the multiplication table, has the same advantage, as that of teaching to count on the frame.

### *Division.*

**Numerical frame.**

Move out 2 balls. If I move one ball at a time, how many times must I move, to move them back?

Move out 4 balls. If I move 2 balls at a time, how many times shall I move, to place them back?

6 balls, 2 at once, how many?

8 balls, 2 at one time, how many?

10 balls, 2 at a time, how many?

Then while the balls are presented, ask, How many times 2 in 4; 2 in 6; 2 in 8?

By this method many simple lessons may be taught, which will be both pleasing and useful.

### *Numeration.*

Merely teaching children to name the several places of figures in this rule is easily accomplished; but it requires no small degree of care, to make it intelligible to them.

The child should be led by degrees to understand the nature of classification in general. A grove, a flock, a class of children may be explained to them. There are in school, first, second, and third classes. Present them the numerical frame, held so that the balls may stand in perpendicular columns. Here I will call these classes, and teach you names for them. We must begin at the right hand, this is the lowest class. Then teach them the names of the classes, all speaking together: units, tens, hundreds, thousands, tens of thousands, hundreds

of thousands, millions, tens of millions, hundreds of millions, thousands of millions, tens of thousands of millions, hundreds of thousands of millions, billions.

When these names have become familiar, they may be explained in the following manner.

*Teacher.* Now, dear children, I wish you to tell me what these classes mean, and what is the difference between them; pointing to the right hand class, What is this class called? Units.

What are units? Ones. If I write 4 in this class, what is it? 4 ones.

Pointing to the next class, what is this? Tens. If I write four in this 2d place, what is it? 4 tens. What is 4 tens? 40.

Pointing to the next class, what are these? Hundreds. If I write 4 in this 3d place what will it be? 4 hundreds. Pointing to the next class, what is this? Thousands.

If I write 4 in this place what will it be? 4 thousands.

When by this method of teaching the children have learned that the difference in the value of figures depends upon the place they stand in, they may next be taught what their difference is in the following manner.

How many does it take of one class to make one of the next highest? Ten.

Why does it take ten units to make one ten? Because one ten is ten units.

Why does it take ten tens to make one hundred? Because one hundred is ten tens.

Why does it take ten hundreds to make one thousand? Because one thousand is ten hundreds.

Why does it take ten thousand to make one of the next class? Because the next class is tens of thousands.

Why does it take ten tens of thousands to make one of the next? Because one hundred thousand is ten tens of thousands.

Why does it take ten hundred thousand to make one million? Because one million are ten hundred thousands.

If you must have a figure for every number, how

many figures would you have to read to make one hundred? We should have to read 100 figures.

By classing the figures by the rule of numeration how many figures must you read to make one hundred? Three figures.

How many to make one thousand? Four figures.

Where do you begin to numerate? At the right hand.

Next they may be taught to read figures upon the black board.

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SEE me, I am a little boy,  
Who comes to infant school:  
And though I am but few years old,  
I 'll prove I am no fool.

For I can count 1, 2, 3, 4,\*  
Say 1 and 2 make 3,  
Take 1 away, then 2 remain,  
As you may plainly see.

Twice 1 are 2, twice 2 are 4,  
And 6 is 3 times 2,  
Twice 4 are 8, twice 5 are 10  
And more than this I do.

For I can say some pretty rhymes  
About the dog and cat,  
And sing them very sweetly too,  
And to keep time I clap.

But what is best of all, I learn  
That God made all I see,  
He made the earth, he made the sky,  
He made both you and me.

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## LESSONS IN GEOGRAPHY.

A VERY important use of geography is, to bring to view, the beauty and grandeur, the vast variety and wise arrangement of the works of God, and to evince the

\* Holding up the hand, and counting the fingers.

almighty power, and immediate presence of Him who is the life of all, and for whose pleasure they are and were created.

That children may derive such benefits from the study of this science, the following lessons are prepared with frequent allusions to the providence and attributes of God, displayed in his works.

The teacher must be furnished with a globe. One made to turn on an axis held in the hand is preferable, because the children can thus see it, detached from its cumbrous standard.

The globe must be held in view of the children, while the questions which are to be explained by it, are asked.

### *Lesson I.*

What is the ground on which we walk, and on which our houses are built, and from which grow the beautiful plants and high trees? It is land.

How far does this land extend? Thousands of miles. It is a part of the great earth.

Did you ever walk one mile?

The people whom you usually see at meeting are those which live within a few miles, and inhabit the same township of land. How far does one town usually extend? About six miles each way.

When we have passed through this town what is next? There are other towns on every side of this, and beyond them are other towns, and beyond them other towns.

Is the land all level, like this floor? In some places the land is level, and in some places it rises into hills, and in some places are lofty mountains, higher than the clouds.

We can see but a small part of the earth as we stand in one place, how would the land appear if we could see all over it at once? Very beautiful.

What are some of the things you would see on the earth? Fields covered with grass, plants and flowers, hills and forests of trees, large rocks and lofty mountains, water ever flowing in many deep long rivers and small streams.

Does the land extend all over the earth? It does not. The greatest part of the earth is covered with water. These great waters which cover so much of the earth are so large that if you stood by the side of them you could not see across, if you were on the middle you could not see any shore to them,—you could sail thousands of miles before you would see the shore. They are called the mighty deep, because the depth of them is so great it cannot be measured by men.

What does the bible tell us about the measure of the land and the water? God hath measured the waters in the hollow of his hand, and comprehended the dust of the earth in a measure, he hath weighed the mountains in scales, and the hills in a balance.

### *Lesson II.*

What is the shape of the earth? It is round like an orange or globe.

What is a round solid body called? A sphere.

This globe is only to show you the shape of the earth. I cannot show you its bigness, for the earth is so large that none but God can see it all at once.

How far is it through the earth? 8000 miles.

What is the measure through the earth called? Diameter.

How far is it round the earth? 25,000 miles.

What is the measure round the earth called? Circumference.

What is the diameter of the earth from north to south called? Axis.

Why is it called axis? Because the earth turns as those things do, which run on an axis.

Can you name anything which runs on an axis? A wheel.

Does a top run on an axis when it whirls round? It has no axis, but turns as though it had one, as does the earth.

What are the two ends of the earth's axis called? north pole and south pole.

When you stand with your face towards the west,



which way from you is the north pole? At the right hand.

Which way from you is the south pole? At the left hand.

What is the circumference of the middle of the earth called, where it is at equal distance from each pole? Equator.

What are the two parts called each way from the equator? One is called the northern hemisphere, the other is the southern hemisphere?

If I divide the earth this way, (*tracing a meridian line*) what are these two parts called? One is the eastern hemisphere, the other is the western hemisphere.

When the earth is measured from the equator towards the north pole what is it called? North latitude.

When it is measured from the equator to the south pole what is it called? South latitude.

When the earth is measured from east to west what is it called? West longitude.

When it is measured from west to east what is it called? East longitude.

The measure of this large earth is computed by something longer than miles. What is the circumference of the earth measured by? Degrees.

What is the length of one degree? Sixty-nine miles.

How many degrees is measured from the equator to the poles? Ninety.

How many degrees is the circumference of the earth? Three hundred and sixty.

Of what use is it to learn the description of the earth? It teaches me that He who made the earth is the great God, who stretcheth out the north over the empty place, and hangeth the earth upon nothing.

### *Lesson III.*

Which part of the earth is most exposed to the sun? That which is near the equator, or middle of the earth.

What is that part called? Torrid zone.

What weather do they have in the torrid zone? It is warm at all times; they have no winter there, nor snow

nor ice, except that there is snow upon the top of some very high mountains.

What is the earth called at the north and south, near the poles? The frigid zones.

How is it in the frigid zones, cold or hot? It is very cold in the frigid zones; the land is covered with snow and the water is covered with ice; there are but very few people living there.

Why is it so cold at the ends of the earth? Because it is so far hidden from the rays of the sun.

Can they not see the sun in the frigid zone? They can only see the sun rise a little above the mountains of ice, and then it goes down without moving over head as it is seen here.

What are those parts of the earth called that are between the cold zones and the hot zone? They are the temperate zones.

What is the weather in the temperate zones? A part of the year is cold and a part warm.

What are the cold weather and the warm weather called? The cold weather is called winter, the warm weather is called summer.

Do we live in one of the temperate zones? We do.

What does the bible say of cold and heat? David says to God, thou hast made summer and winter. Out of the south cometh the whirlwind, and cold out of the north. He casteth forth his ice like morsels, who can stand before his cold.

What have we to keep us from being frozen with the cold? Houses, fire, and warm clothes

What does this teach you? That God loves his creatures.

#### *Lesson IV.*

What are the largest parts of the earth called? Continents.

What are those parts of the earth called, where the water comes on every side of them? Islands.

What is the edge of the land which is next the water, called? Shore

Is the shore a straight line? No, it is very crooked; in some places the land extends a great way into the sea; in other places the sea extends into the land.

What is the land called, that extends into the sea, when the water comes almost round it? A peninsula.

What is that narrow land called, which joins a peninsula to the continent? Isthmus.

Where the land extends some way into the ocean, what is the end of it called? Cape.

Where the end of the land is very high above the ocean, what is it called? Promontory.

What particular use do people make of those points of land which extend some ways into the ocean? They build lighthouses upon them.

What is a lighthouse? It is a house built very high, like a steeple, and has a bright light in the top of it through the night.

Why is the light kept in the lighthouse? It is to show people who are sailing on the ocean, in a dark night, which way to go.

If people who are sailing in a dark night do not look at the lighthouse, but let their ship sail as it will, what will become of them? They will sail against the rocks, which will break their ship, and let them into the water; and they will all be drowned in the mighty deep.

Do we not all need the light of true wisdom to teach us which way to go in this dark world? We do.

What has God given us to be a light to our feet and a lamp to our path? The bible.

If any one will not mind the bible, but will walk in his own way, what will become of him? He will be drowned in the perdition of ungodly men.

### *Lesson V.*

What are those great waters called, which are thousands of miles across? Oceans.

How many oceans are there? Five.

What are they called? Atlantic, Pacific, Northern, Southern, Indian.

[*The children may name these upon the fingers and thumb of the left hand.*]

Which of these oceans is the largest? The Pacific.

How wide is the Pacific Ocean? Ten thousand miles.

How wide is the Atlantic Ocean? Three thousand miles.

On which side of the western continent is the Atlantic Ocean? On the east side.

On which side of the western continent is the Pacific Ocean? On the west side.

Which way from us is the Southern Ocean? South.

Which way from us is the Northern Ocean? North.

How do people get across the great deep water of the ocean? They sail across the water in ships.

What is a ship? It is a large vessel made to sail on the water.

What makes it go? The wind blows it along, and makes it sail very fast.

Can people move along as fast in a ship, as they can in a stagecoach? Yes; ships go much faster than a stagecoach, and carry great loads of goods, with men.

What *goods* do the *ships* carry from this to other countries? Cotton, tobacco, wheat, flour, and rice.

What goods do ships bring from other countries to this? Cloths, silks, tea, coffee, sugar, wine, molasses, raisins, figs, spices and drugs.

What is carrying goods out of the country called? **Exporting goods.**

What is bringing goods from other countries to this called? **Importing goods.**

If you could look all over the ocean you could see thousands of these beautiful ships sailing from one country to another.

If the ocean is much larger than the land, and is on every side, why does it not come over the land and drown the world? The bible tells us, that God has placed the land for a boundary to the sea that it cannot pass over it. Though the waves toss, and roar, they can never pass over their bounds; for God has said to the ocean, "Hitherto shalt thou come and no farther, and here shall thy proud waves be stayed."

*Lesson VI.*

What are those great waters called that are not so large as the ocean? Seas, lakes, sounds, straits, rivers, harbors.

What is a sea? It is like the ocean, but not as large.

What is a lake? It is a large extent of water surrounded by land.

What is a sound? It is a part of the ocean, where the depth can be measured with a line.

What is a strait? A narrow passage of the ocean.

What is a harbor? It is water at the side of the ocean almost surrounded by land, where ships are secured from the wind and the waves.

Is a harbor very useful? It is. A harbor is the ship's home. When people have been sailing over the stormy ocean day and night, for many months, they rejoice to get into a harbor.

Will good people find a place to rest when they have crossed this life's stormy ocean? Yes, heaven will be their resting place. "There remaineth a rest for the people of God."

*Lesson VII.*

Can you tell me what a continent is? It is one of the largest bodies of land which there are on the earth.

How many continents are there? Two; one is called the eastern, the other the western.

What countries are on the western continent? North and South America.

What is east of the American continent? The Atlantic Ocean.

What is next to the American continent on the west? The Pacific Ocean

What is south of the American continent? The Southern Ocean.

What is north of it? The Northern Ocean.

What is between North and South America? The gulf of Mexico.

What joins these two countries? A neck of land called the isthmus of Darien.

What is there that strikes the beholder with astonishment in America? Lofty mountains, majestic rivers, and extensive lakes.

How long is North America? Four thousand five hundred miles.

How wide is it? Its average breadth is two thousand five hundred miles.

*Lesson VIII.*

We say the earth is divided into four quarters; what are these four quarters called? Europe, Asia, Africa and America.

Which of these quarters are on the eastern continent? Europe, Asia and Africa.

Which quarter is the largest? Asia is the largest and richest, and has the most people in it.

What is Asia most remarkable for? It is the country where God's people, the Israelites, once lived, and where God did many wonderful works to teach and save his people.

Who first lived in that country? Adam and Eve.

What other people lived there? Most of the people of which the bible tells us.

Who was the most glorious and excellent person that ever lived in that country? Jesus Christ lived there, and he was crucified there, and there he arose from the dead and from thence he ascended up into heaven.

What was the principal city of the Jews, who were once God's people? Jerusalem.

What was done to Jerusalem? God permitted it to be destroyed for the great wickedness of the Jews in crucifying the Saviour.

What people live there now? A people who know not God.

What goods are brought from Asia to this country? Spices, drugs, silk and cotton cloths.

*Lesson IX.*

Which is the next largest quarter of the earth? Africa.

For what is Africa remarkable? Wild beasts, and deserts of sand.

Name some of the wild beasts which are found there. Lions, tigers, elephants, hippopotami, crocodiles and serpents, with many other kinds.

How large is the great desert in Africa? 3000 miles long, and 1000 broad.

What weather do they have in Africa? It is the warmest part of the earth, being in the torrid zone.

What kind of people live there? Africa is the negroes' country, but the people who live in the north of Africa are not negroes.

Have the Africans the bible to teach them how to live, and to serve God? They have not; they are ignorant, and savage, and wicked, except in some parts where missionaries have gone to them, and carried the bible.

What rich promise has God made to the people of the earth? The earth shall be filled with the knowledge of the glory of the Lord, as the waters cover the sea. And they shall teach no more every man his neighbour, and every man his brother, saying, know the Lord: for they shall all know me from the least of them unto the greatest of them, saith the Lord. For I will forgive their iniquity, and I will remember their sin no more.

*Lesson X.*

Is Europe the least quarter of the earth? It is the least in size, but it is the greatest in many things.

What are some of those things? Learning, and the knowledge of all kinds of curious work. In the knowledge of God, and his holy word.

What are some of the curious works which are done

there, which are not done in this country? The making of silk cloths, and ribbons, and China ware.

Are some of our best books made in Europe? They are.

Are all the people better taught there than they are here? They are not. Many poor children there, are never taught to read.

Which is the most interesting country in Europe? England.

What can you tell me of England? It is the country from which our forefathers came.

What is the situation of England? It is a part of the island of Great Britain, which is in the Atlantic Ocean, near the eastern continent.

Which way must we go on a voyage to England? East.

What ocean must we sail across? The Atlantic.

What is the distance there? 3000 miles.

What is the length and breadth of England? It is 360 miles in length, and 300 in breadth.

What are some of the things that you would see in that beautiful country if you could look all over it? I should see rich meadows, and fields, covered with grass and corn, forests of trees, and the glittering water, laving in many rivers and canals, fruit yards of rich fruit, nice gardens of plants and flowers.

What other objects would please your sight? Parks of beautiful animals, sporting, and the snow-white swans, sailing on the artificial ponds.

What animals would you see feeding on the grassy hills? The stately horse, lowing herds of cattle, and bleating flocks of sheep, with little lambs, skipping from knoll to knoll in harmless play.

What are some of the buildings you would see? Churches, universities, seminaries, colleges, school-houses, factories and shops.

What are some of the dwelling houses? Elegant mansions, and many small cottages for the poor.

What are some of the carriages you would see? Pleasure coaches, drawn by beautiful horses, stage-



coaches, and loaded teams, in all their streets and country roads, travelling over hill and dale.

What kind of people would you see? Many learned, many rich, many devout, many poor peasants, mechanics and miners, many teachers, a king and other rulers.

What magnificent city should you see? London, the finest city in the world.

What should you see in the ocean all about England? I should see hundreds of large ships, richly laden with goods; some sailing into the harbors, others sailing out, bound to far distant countries.

Has God made man lord of creation and given to him this vast earth with all its riches and beauties? The earth hath he given to the children of men. Thou hast made him a little lower than the angels, and hast crowned him with glory and honor. Thou hast put all things under his feet: all sheep and oxen, and the beasts of the field, the fowls of the air, and the fish of the sea.

### *Lesson XI.*

What is a nation? People who live in the same part of the earth, and are under the same government.

Are the people who live in England one nation? They are.

Are the people who live in the United States another nation? They are.

You learn that the people of one nation live under the same government: what is government? It is the care of a people, and of their laws.

When parents make rules for their children, and correct them if they do not obey, what is it called? Family government.

When a teacher takes care of a school, makes rules for it, and corrects the disobedient, what is it called? School government.

When rulers take care of a people, make laws for them, and punish the disobedient, what is it called? National government.

Are there many nations on the earth? There are.

Name those who are called civilized nations. United States of America, England, France, Spain, Russia, Germany, India and China.

Have all nations the same kind of government? They have not.

What are the different governments called? Empires; kingdoms, dutchies, republics.

What is an empire? It is a nation that is governed by an emperor.

What is a kingdom? It is a nation that is governed by a king.

What is a republic? It is a nation where the people govern.

Do all the people govern? No; a few men from every part of the nation are chosen to meet, and assist each other in making laws for the people.

How does the great God view the nations of the earth? God sitteth upon the circle of the earth, and the inhabitants thereof are as grasshoppers. Behold the nations are as a drop of the bucket, and as the small dust of the balance. He bringeth the princes to nothing. He maketh the judges of the earth as vanity.

### *Lesson XII.*

What is the most interesting and important part of North America? The United States.

How large a country is the United States? It is 1700 miles from north to south, and 3000 miles across, from east to west.

How many states are there? Twenty-four.\* [*See Appendix.*]

What is a state? It is a part of a nation where the people have a separate government.

They choose their own rulers, who meet at the capital and make laws for the people of the state.

What are their meetings called? A general court or assembly.

\* The children may be easily taught to repeat the states, and similar lessons, while the teacher, holding the numerical frame in their view, moves out one ball for each name.

**In what house do they meet? State house.**

**What is the chief ruler called? Governor.**

**Name the governor of this state.**

**How are the states divided? Into counties and towns.**

**What is a county? It is a part of the state where the people of several towns unite in building a court house and jail.**

**For what purpose do they build the court house? For judges and other men to assemble, to take care of bad people, especially of those who quarrel or steal, and do not obey the laws of the state.**

**What is a jail? It is a house made very strong to confine bad people.**

**Must bad people be confined in a jail? They must.**

**Of what use is it to confine them? It keeps them from hurting other persons.**

**What hurt will they do? They will do all kinds of mischief. If they were not shut up, we should be afraid of being killed by them, and people would be robbed, and have their things stolen by them.**

**Do bad children do mischief? They do; and make themselves, and their brothers, and sisters and parents unhappy.**

**How do bad children behave in school? They disobey the rules, and disturb the school.**

**What do you choose to be? Good children.**

**How do good children behave? They do right; they are happy, they make others happy. God loves them, and will keep them from harm.**

**What is the town called where the people of one county build a court house and a jail? Shire town.**

**What is a town? A small part of the county, where the people unite in choosing several men, to take care of the poor that live among them; also to take care of such as are disposed to hurt themselves and others, and disturb the people.**

**What are these men called? Selectmen.**

**In what other things do the people of one town commonly unite? In choosing a minister to take care of the church, and preach the word of God to the people, and committees to take care of the schools and provide teachers for them.**

What other things do they unite in? In building meeting-houses, and school-houses, and in making roads and bridges.

Should people be willing to give their money for such things as will be useful to the town in which they live? They should, for in doing things for the good of the town, they benefit not only themselves, but many others.

What does the bible say about our seeking the good of others? Look not every man on his own things, but every man also on the things of others.

### *Lesson XIII.*

How many people are there in all the states? 12,000,000.

Are these states all united under one general government? They are.

What is the government of the United States? Republican.

What are the rulers? A president, senate, and house of representatives.

What is the senate and house of representatives called? Legislature.

What is the business of the legislature? Making laws for the people.

What part of government is the president? He is called the executive power.

What is the business of the executive? To take care of the nation, and inform the people how things are; also to give consent to the laws which are made.

How are these rulers chosen? The people of all the states choose one representative for every 40,000 inhabitants, for two years.

How are the senators chosen? Two from each state, are chosen by the state legislature for six years.

How is the president chosen? Men called electors are chosen by the people to elect a president for four years.

What are the meetings of these rulers called? Congress.

Where do they meet? In a house called the capitol.

Where is this house? In the city of Washington, which is the capital of the United States.

Why was this city named Washington? It was so named in memory of the first president, who was a great and good man.

How many different presidents have the United States chosen? Seven.

Can you tell me their names? George Washington, John Adams, Thomas Jefferson, James Madison, James Munroe, John Quincy Adams, Andrew Jackson.

What does the bible say a ruler should be? The God of Israel said, He that ruleth over men must be just, ruling in the fear of God, and he shall be as the light of the morning, when the sun riseth, even a morning without clouds. For he is not a terror to good works, but to the evil. For he is a minister of God to thee for good.

#### *Lesson XIV.*

You have learned that a lake is a large extent of water surrounded by land. Are there any lakes in the United States? There are a number; some of them are very large.

In what part of the United states are they? The northern.

What are the names of the largest lakes? Superior, Huron, Michigan, Erie, Ontario, Green-Bay, Lake of the Woods, Champlain, and St. Clair.

Which is the largest lake in the United States? Superior.

How large is Lake Superior? Almost 500 miles in length and 100 in breadth.

How many large rivers are there in the United States? Eighty-six. [*See Appendix.*]

[*The names of them may be taught by the help of the numerical frame. Ten will ordinarily be sufficient for one lesson.*]

What is a river? A large stream of running water, which passes many miles over the land, and then empties into the ocean.

Where do rivers usually rise? On the sides of the mountains.

How large are they where they begin to run? They are only a little spring, which bursts out of the ground.

How large do they become, before they reach the ocean? Some become very large, so that they are many miles in width.

How do they grow so large? A great many other streams of water unite with them as they pass along by the hills and mountains.

What are these small streams called which unite with the large ones? Tributary streams.

What is the beginning of a river called? It is called its source or head.

What is the end called where it empties into the ocean? The mouth.

God has made rivers in almost every part of the earth; can you tell, for what rivers are useful? Large rivers are useful for boats to sail on, and carry goods from one part of the country to the other.

Of what other use are rivers? They are very useful to make mills grind grain into flour, for our bread, and to make factories spin and weave cloth for our clothes.

Of what other use are rivers? They furnish plenty of water for the beasts.

Could not the animals live without water? No, they need a great deal of water to drink every day.

What does the bible say of a large animal, which is supposed to be the hippopotamus? Behold he drinketh up a river, and hasteth not; he trusteth that he can draw up Jordan into his mouth.

Is there any water to be found besides what is in rivers? Yes; there is water in the ground.

How do people obtain the water, that is in the ground? They dig wells and draw up the water by pumps and buckets.

Could people live without water? No; we must have water for drink, for food, and for washing.

What may we learn from God's supplying the earth with such plenty of water? We may learn that God is good, and that his tender mercies are over all his works.

What does the bible say about God's supplying the earth with water? He sendeth springs into the valleys, which run among the hills. They give drink to every beast of the field; the wild asses quench their thirst; by them shall the fowls of the heaven make their nests, which sing among the branches.

### *Lesson XV.*

What is a mountain? A part of the earth where the great rocks are piled up, with land and trees upon them, as high as the clouds.

What are the principal mountains in the United States? The Alleghany, which are several hundred miles in length.

What other mountains are there in the United States? Ozark, Cumberland, Catskill, Green and White Mountains.

Why are the Green Mountains called green? They are covered with evergreen trees, so that the mountains appear green, in both summer and winter.

Why are the White Mountains called white? When they are covered with snow, they can be seen at a great distance, appearing very white.

Are there many more mountains and hills? The land is almost covered with mountains and hills.

What are the mountains and hills covered with? Trees, stones and grass.

For what are trees useful? Timber and boards to build houses are made of trees; also the wood which is burned in the houses to keep us warm.

Are rocks and stones useful? They are very useful in making cellars and wells, and they are used in building houses.

For what is grass useful?

What is its color?

What live in the forests of the mountains? Wild animals.

What does the bible say about the wild animals inhabiting the forests of the mountains? The high hills are a refuge for the wild goats. The range of the

mountains are his pasture, he searcheth after every green thing. As for the stork, the fir tree is her house. The eagle mounts up and makes her nest on high, she abideth on the rock, upon the crag of the rock, and the strong place.

*Lesson XVI.*

What are literary institutions? Schools where youth are instructed.

What are these schools called? Universities, seminaries, colleges, academies, and schools.

What is a university? A school where divinity, law, medicine and the sciences are taught.

What is a seminary? A school to fit people to be useful.

What are academies? Places of learning to fit youth for higher schools.

How many colleges are there in the United States? Fifty-two. [*See Appendix.*]

What is a theological seminary? A school to prepare men for the ministry.

How many theological seminaries are there in the United States? Thirteen.

What is a common school? It is a school where children are taught to read and write, and many other useful things.

Are there many academies and schools in the United States? There are a great many in most of the states and towns.

What is an infant school? It is a school where little children are taught to be good, that they may be happy.

What does the bible tell us about learning? It says, Take fast hold of instruction, let her not go, keep her, for she is thy life.

What will children do, if they are not taught? A child left to himself, will bring his parents to shame.

How will he bring his parents to shame? If a child is not taught, he will become so foolish and wicked as to give his parents much shame and sorrow.



*Lesson XVII.*

What is the boundary of a country? It is that, which is next to it.

What countries are north of the United States? Russian and British America.

What is on the east side of the United States? The Atlantic Ocean, and a river called St. Croix.

What is south? The Gulf of Mexico and Spanish America.

What is on the west side? The Pacific Ocean.

What people lived in this country some hundred years ago? Indians; this was the Indians' country.

What are the people called, who live here now? English.

Why are this people called English? Because our forefathers came from England.

Why did they leave England? Because their rulers required them to do what they thought was wicked.

Why did they come to this country? They came here to find a place where they might worship God as his word directs, without any one to make them afraid.

Have we reason to think that their conduct pleased God? We have; for God blessed them, and they have now become a great people, to serve the Lord.

How long is it since they first came from England to this country? Two hundred and ten years.

What year did they come? December 22, 1620.

But little more than 200 years since, there was nothing in this country but wild woods, lakes, rivers and mountains,—wild beasts, and Indians more wild. No towns, no churches, no schools, no houses, and no food but such as animals eat. Now it is full of people who have good houses to live in, schools for their children, and churches for the worship of God, villages, towns, cities, and provisions in plenty for food and clothing of the richest kind.

What has made such a change? The blessing of God

### DISCOVERY OF AMERICA.

A FEW hundred years ago, America was not known to the white people; all who lived here were Indians.

Who first found America? Christopher Columbus.

Who was he? He was the son of a wool-comber, who lived in Genoa, a part of Italy.

When he was a child what did he think he should like to be? A sailor.

How old was he when he began to be a sailor? Fourteen years.

What was he fond of studying? Navigation and geography.

What is navigation? It is the art of managing a ship on the ocean.

Did he get much knowledge in these studies? He did, for those who like to learn will learn rapidly.

What did he learn by studying geography? The shape and bigness of the earth, and the extent of land and water, as far as it was then known.

What did his knowledge of the earth lead him to think? He thought there must be another continent on the opposite side of the earth; and felt a great desire to go in search of it.

T. But how could he go? he had no ship of his own, and had not money enough to buy one; for it takes thousands of dollars to purchase a ship.

Who did he first apply to for help? The rulers of his own country, Genoa.

Did they help him? No, they thought him very foolish to think of going in search of another continent.

To whom did he next go for help? To the king of Portugal, who was disposed to favor him, but some artful men prevented it.

Whom did he next ask for help? He went to the king and queen of Spain; they did not at first grant his request, but after sometime, Isabella, the queen, was persuaded to assist him.

What did she do for him? She furnished him with

three ships and ninety men to go with him, and victuals enough to feed them a year.

At what time did he sail? On the 3d of August, 1492. Many people came together to see him go, and all joined in prayer to God for him.

After they had sailed many days on the stormy ocean, without seeing any land, or knowing what was before them, how did the men who were with Columbus feel? They were afraid, and thought they should all perish in the unknown seas.

What did they do? They tried to make Columbus go back; and said if he would not, they would throw him into the ocean and go back without him.

What did Columbus do? He spoke kindly to them and made them willing to go a little farther.

What did Columbus see soon after this? He thought he saw a distant light.

What did Columbus do then? After singing an evening hymn, he sat down to watch for land, and did not sleep that night.

What did they see in the morning? The next morning, which was the 11th of October, 1492, after sailing ten weeks on the unknown trackless ocean, they saw land.

How did they express their joy, at the sight of land? The men from all the ships sang together loud songs of praises to God; and while they sang they wept for joy.

Should we always praise God when we are happy? We should; for it is he alone who gives joy and gladness.

What was the land they first saw? A beautiful island, covered with green grass and trees.

Were there any men on the island? There were Indians there, who came running to look at the ships; for they never saw anything like them before.

Were they not afraid when they saw those great ships coming to them on the ocean? They were very much afraid; and when they saw the men coming to them from the ships, they ran away; but one ventured to come back, and when the others saw he was not hurt, they all returned.

Which of the men from the ships first set foot upon this new discovered land? Columbus, richly dressed, holding a sword in his hand.

Were the Indians kind to them? They were kind and hospitable.

What did they think of Columbus? They thought he and his ships came from the skies; they supposed the sails were wings.

What other islands did Columbus find? Cuba and Hispaniola.

Did Columbus and his companions have any trouble while sailing homewards? A violent storm came upon them which seemed likely to overwhelm them in the ocean.

What did Columbus seem most to fear? He feared if they were lost, it never would be known that they had found land.

What did he do? He wrote on paper, that they had found the land for which they looked; he then covered the paper with oiled silk and wax, to prevent the water from spoiling it, and put it into a tight cask, which would sail on the water, and threw it into the ocean, hoping it might be found by some one, who would read it, and tell it to the world.

Did God protect them through the storm, and permit them to return to their own country in safety? He did; and when they arrived, the people received them with shouts of joy, and with praise to God.

Did Columbus venture to cross the ocean more than once? He crossed the ocean four times, and the third time he found this continent, which is called America.

Why was not this continent named for the person who first discovered it? A gentleman whose name was Americus Vesputius, soon after came to this new continent, to search for gold; when he went home, he made a book which told the story of his voyage, and said he was the person who first found the continent.

Was this false story believed? The book was so pleasing, as to be read by a great many people, who soon began to call the new continent America, in honor of Americus Vesputius. So it was named, not for

the person who first found it, but for the person who made the book, which told the false story.

*Questions.*

- What is the country we live in called?
- What is the government?
- Where does the congress meet?
- How many states are there?
- Does each state choose its own governor?
- Is there a capital town in each state?
- What is a capital?
- What public building must there be in a capital town?
- What use is made of a state-house?
- What use is made of a state's prison?
- What state do you live in?
- Who is the governor?
- How is the state divided?
- What is a county?
- Is there a shire town in each county?
- What use is made of a court house?
- What public building is there usually in each town?
- What is the use of a meeting house?
- What is the use of a school house?
- What is the use of taverns and hotels?
- What is a city?
- Do you live in a town or city?
- What are the three largest cities in the United States?
- How many people are there in New York?
- How many in Philadelphia?
- How many in Boston?
- How many people in common towns?
- What country do negroes come from?
- Why are they brought to this country?
- What is a slave?
- Is it right to steal a little boy from his parents, and bring him over the wide ocean and make him a slave?
- Do our government try to prevent it?
- Have the good people carried some of them back?

They have, and wish to carry many more, but have not money to pay their passage.

How much money will pay for carrying one back? Twenty dollars.

Should you not like to pay 20 dollars to have one of those poor negroes carried home, who were stolen from their dear friends, brought here and sold for slaves?

Would men make slaves of them, if they minded the golden rule?

## LESSONS IN ASTRONOMY.

### *Lesson 1.—SUN.*

WHAT do you see when you look up? The blue sky.

What is the blue sky called? Celestial hemisphere.

What do you see in the hemisphere? The sun.

How does the sun appear? It looks like a ball of fire.

What does the sun appear to do? It comes in sight beyond the hills in the east, and moves slowly along over to the west, and there goes out of sight, behind the western hills.

*T.* The sun does not go round the earth as it appears to, but the earth turns its different sides to the sun.

The earth turns from west to east; so when it turns this side to the sun, we first see it east of us, then it is morning, and the earth continues to turn till it turns us who live on this side of it, away from the sun, and then it is night; but as the earth is always turning, we soon come to the light of the sun again.

How large is the sun? 880,000 miles in diameter. It is more than one million times as large as the earth.

If it is so much larger than this great earth, why does it appear so small to us? Because it is at a great distance.

How far off is the sun? Ninety-five millions of miles.

Of what use is the sun to us? It gives us light and heat, which we could not live without; its heat causes the

plants to grow, and its light gives them their beautiful colors.

How fast does light move? 200,000 miles in a second.

What does the bible compare to the sun? Jesus Christ is called the sun of righteousness.

Why is he called so? As the sun sheds a brilliant light all over the earth, Jesus Christ sheds a more glorious light, upon all those who love him.

T. The sun is like a vast globe of fire. It does not move round the earth as it appears, but the earth and other planets are constantly moving in great circles round the sun.

### Lesson II.—PLANETS.

What is a planet? It is a globe which is in itself dark, and receives its light from the sun.

How many planets are there known to revolve round the sun? Eleven.

What are the circles which the planets move in round the sun called? The orbits of the planets.

What are the names of the planets? Mercury, Venus, Earth, Mars, Ceres, Pallas, Juno, Vesta, Jupiter, Saturn, Herschel.

*Teacher.* You see, dear children, that this beautiful earth, is not the only place where God displays his wonderful works; there are ten other planets, some of them much larger than the earth, constantly moving round the sun. These planets may be other worlds with people unknown to us.

What is the place of the earth among the planets? It is the third from the sun.

What is the diameter of the earth? It is the measure through it, from one side to the other.

How long is the diameter of the earth? Nearly 8000 miles.

What is the circumference of the earth? It is the measure round the middle.

How many miles is the circumference? More than 24,000 miles.

How far is the earth from the sun? Ninety-five millions of miles.

In what time does the light come from the sun to the earth? Light is eight minutes and fifteen seconds coming from the sun to the earth.

How long is the earth in going quite round the sun? 365 days, 6 hours, 9 minutes, and 12 seconds.

How fast does the earth go? Sixty thousand miles in one hour.

How far does it go in one minute?

What is this journey of the earth round the sun called? Annual motion.

What does the annual motion of the earth make? It makes the seasons, spring, summer, autumn, winter.

*Teacher.* The earth's moving round the sun does this, because the earth is not on a parallel line, but it is on an oblique line; so that in moving round the sun during a part of its course, the north end of the earth comes to the sun, then it is summer at the north. The other part of the way the south end will come to the sun, then it is winter at the north, and summer at the south. So that the earth has two winters and two summers in one year.

Has the earth any other motion? It is constantly turning round, as a wheel turns.

How long time is the earth in turning once round? About twenty-four hours.

What is this turning round of the earth called? Diurnal motion.

What does the diurnal motion of the earth make? It makes day and night.

What is the use of day and night? The day is for labor, the night is for sleep.

What does day and night teach you? The wisdom and goodness of God.

How does it teach you this? We could not live without sleep, and we could not live if it was always night.

Can you not sleep in the time of light? We cannot sleep quietly while the people around us are at work. Night is the best time to sleep.

Now darkness shades the distant hill,  
The little birds are hid and still,  
And we a quiet sleep may take,  
For our Creator is awake.



'Tis sweet, upon my little bed,  
To think my Saviour guards my head,  
And he a helpless child can keep,  
Through all the silent hours of sleep.

### *Lesson III.*

What is the air which surrounds the earth called?  
Atmosphere.

To what height does the atmosphere rise? Forty-five miles.

Of what use is the air? It is our breath, we could not live without it. Animals and vegetables could not live without air.

What other benefit is derived from air? It causes fire to burn, it helps the birds to fly, and brings to us the fragrant perfumes of flowers and plants.

What is wind? It is air moving swiftly.

What is vapor? Particles of water in the air, which rise from the land and water, and become clouds.

Do these particles of water which form the clouds, descend to the earth again? They come down in rain, and water the earth.

When this vapor freezes in the air what is it? It is snow, which falls gently down and covers the earth with the purest white.

### *Lesson IV.—Moon.*

What do you sometimes see, when you look up to the sky in the night? The moon and stars.

What is the moon? It is a secondary planet.

What is a secondary planet? One that moves round a large planet.

What large planet does the moon move round? The earth.

What is it to the earth? A satellite.

How long is the diameter of the moon? 2180 miles.

How many miles is the circumference of the moon?  
6,850.

How far is it from the earth? 240,000 miles.

How far is it from the sun? Ninety-five millions of miles.

How long is the moon in moving round the earth? 27 days, 7 hours, 43 minutes, and 8 seconds.

Has the moon any other motion? It turns on its axis, in the same time that it moves round the earth.

Is the moon a dark body? It is like the earth, dark, where the sun does not shine upon it and give it light.

Why does the moon appear to change its shape? The moon is at so great a distance we cannot see it except where the sun shines upon it, and when the sun does not shine upon the side which is towards the earth we can see only a part of the side which the sun shines upon.

What is its shape when but a small part shows itself? It is a crescent.

What is it called when the moon appears all bright? Full moon.

When is it full moon? When the moon is opposite the sun.

Do we receive light from the moon when the sun shines upon the side of it which is towards the earth? Yes, it reflects a pleasant light upon the earth, which is delightful to the traveller, and also to the mariners, who are travelling the deep waters, in the night.

What is there besides the moon, which makes the sky so beautiful in the night? A thousand stars.

What are those which we call stars? Some of them are distant planets; most of them are supposed to be suns to other worlds at an immense distance.

What does the bible say about these wonderful works of God? By his spirit he hath garnished the heavens. Lo, these are parts of his ways, but how little a portion is heard of him.

What did king David say of these wonders? When I consider the heavens the work of thy fingers, the moon and stars which thou hast made, what is man, that thou art mindful of him, or the son of man, that thou visitest him

## DIVISION OF TIME.

What is time? A portion of duration.

What is the time of the world? Duration from the moment the world was made until it shall end.

How long has it been since the world was made? 5834 years.

Will the time of the world come to an end? The day of the Lord will come in the which the heavens shall pass away with a great noise—the earth also, and the works that are therein, shall be burned up.

How is time divided? Time is divided into eras, centuries, years, seasons, months, days, hours, minutes, and seconds.

What is a second of time? It is only as long as it takes to count 1, 2.

How many of these seconds are there in one minute? Sixty.

How many minutes are there in one hour? Sixty.

How many hours in one day? Twenty-four.

What is a day? The time in which the earth turns once round.

At what time does the day begin and end? At twelve o'clock in the night.

Is any other time called day? Yes, the time when the sun shines is called day.

How long is the time of light which is called day-time? In summer the day-time is fifteen hours.

How long is the day-time in winter? Nine hours.

How many days are there in one week? Seven.

Who divided the days into weeks? God, when he made the world.

Was God seven days in making the world? No, God made the world in six days; on the seventh day he rested, and made it a day of holy rest.

What did he call that day of rest? The sabbath.

Did he command the people which he made, to do as he had done? He told them that during six days they must labor and do all their work, but the seventh should

be a holy sabbath, and on that day they should do no work.

How many weeks are called a month? Four.

How many days are there in one year? Three hundred and sixty-five.

How many weeks are there in one year? Fifty-two.

How many months? Twelve.

What are they?

How many seasons? Four.

What are they? Spring, summer, autumn, winter.

Which are the spring months?

Which are the summer months?

Which the autumnal months?

Which the winter months?

How many days are there in each month?

Thirty days has September,  
April, June, and November,  
February has twenty-eight alone,  
All the rest have thirty one.  
Except in leap year time,  
February, has twenty-nine.

How many years are called a century? One hundred.

What is an era? Time measured from a particular date.

From what period was time measured before Christ came? The beginning of the world.

How long was it after the world was made, before Christ came? Four thousand and four years.

What is called the Christian era? The time since the birth of Christ.

How long is that? Eighteen hundred and thirty-one years.

What is that time called that is gone? Past time.

What is the day that is gone last, called? Yesterday.

What is the time that is now? Present.

What is the day called that is now? To-day.

What is the time that has not come? Future.

What is the day called that is to come next? Tomorrow.

What is the time called when people rise from sleep?  
Morning.

What is the middle of the day called? Noon.

When people go to bed? Evening.

What is your time? It is what passes from the moment I was born, unto the moment I shall die.

How is time measured? By clocks, watches, and dials.

What will come, when time shall be no more? Eternity.

What is the difference between time and eternity, as to duration? Time had a beginning, and will have an end; eternity is without beginning, and without end.

We live in time, what does God live in? Eternity.

Your time began a few years ago, when will it end?  
When our bodies die.

Where will you live, when your bodies die? In eternity.

What are your bodies? All that can be seen of us.

What have you more? We have souls.

What part of you, is your soul? That within which thinks, which learns and knows, which loves and hates.

Is your soul worth more than your body? It is, it is our life, it will never die.

To-day is come; to-day be wise,  
For while I sing, away it flies,  
How soon will this sweet time be gone,  
For where is yesterday? 'tis gone.

Gone; gone; 't will never come again,  
But just to ask what good I 've done;  
And when to-day 's forever gone,  
O then eternity is come.

Days, months, and years, will have an end,  
Eternity has none;  
'T will always be as long to come,  
As when it first began.

QUESTIONS ON VARIOUS FAMILIAR SUBJECTS.

*Salt*.—Is the water of the ocean salt? It is very salt.  
Do people make salt from the water of the ocean?  
They do.

Is all the salt that is used made of the water of the ocean? No, there are salt mines, where salt is dug out of the earth, and salt springs, where great quantities of salt are made from the water.

Can you tell me what salt is good for? Our food would not be good without it.

It is necessary to preserve meat, butter, and cheese.

*Shoes*.—What do you wear on your feet? Shoes.

Of what are shoes made? Leather.

Of what is leather made? The skins of animals.

*Flesh*.—Why do people kill animals? For food.

Did God give them to us for meat? God said to Noah, every living thing that moveth shall be meat for you.

What is the flesh of cows and oxen called? It is called beef.

What is the flesh of calves called? Veal.

What is the flesh of sheep called? Mutton.

What is the flesh of swine called? Pork.

What is the flesh of deer called? Venison.

What is smoked meat called? Bacon.

You have learned, my children, that it is God who gives us our food.

What should you do when you receive your food? We should give thanks to God, for he hath created it, to be received with thanksgiving.

*Paper*.—Of what is paper made? Cotton and linen rags.

What did people write on and use for books before the art of making paper was known? Parchment.

When was the art of making paper of rags first known? A. D. 1000.

Of what is parchment made? The skins of sheep.

How were books made, before the art of printing was invented? They were written with a pen.

What year of the Christian era, was the art of printing invented? 1430; by Laurentius of Harleim, a town of Holland.

What did he print with? Wooden types.

Who invented metal types? Guttenburgh.

*Iron.*—Of what is the stove made? Iron.

Of what is iron made? Ore.

Where is ore found? In the earth.

Are all metals found in the earth? They are.

What are some of the most useful metals, or those which are called maleable? Gold, platina, palladium, silver, mercury, tin, copper, iron, lead, nickel, zinc, gadmium.

Which is most esteemed? Gold.

Of which are money made? Gold, silver and copper.

*Productions of the earth.*—How are all the things which are found on the earth arranged? Under three grand divisions, called kingdoms.

What are they? The mineral kingdom, the vegetable kingdom, the animal kingdom.

What does the mineral kingdom include? All earths and stones, minerals, combustibles, salts and metals.

What does the vegetable kingdom include? All trees and plants.

What does the animal kingdom include? All living creatures, bipeds, quadrupeds, fowls, fishes, reptiles, insects and worms.

*Men.*—How many grand divisions are there in the human species? Five; European, Asiatic, Maylay, African, American.

**What is the appearance of the Europeans? They have regular features, and fair complexion.**

**What is the appearance of the Asiatics? They have brown complexion, flat forehead, small eyes, coarse, straight, black hair, and wide mouths.**

**What is the appearance of the Maylays? Dark brown complexion, large features, straight hair, broad nostrils, great mouths.**

**What is the appearance of the Africans? A jet black complexion, black woolly hair, flat noses, prominent chins, and thick lips, and fine white teeth.**

**What is the appearance of the Americans? They are of a copper color, coarse, straight, black hair, high cheek bones, sunken eyes, stout masculine limbs.**

ITEMS OF VARIOUS SUBJECTS FOR FAMILIAR QUESTIONS.

**Bees' Wax.**—Where is it obtained? What use does the bee make of it? For what is it valuable?

**Bells.**—Invented, A. D. 400. Made of copper, melted with fine tin. First introduced into churches in Rome, A. D. 900. For what are bells useful?

**Bricks.**—Of what are they made, and how? What important use is made of them?

**Books.**—Tables of stone and the leaves and barks of trees were first used to write upon; also linen cloth in long pieces which were rolled together: hence the roll we read of in the bible. The bark of the rush papyrus, a beautiful plant found on the banks of the Nile, was once used to write on. From this rush the article which books are now printed on, took the name paper.—The first regular printed book was a bible in the Latin language, published about A. D. 1450.

**What artists are employed in making a book? By what names are the various sizes of books distinguished? Which is the most valuable book in the world?**

**Bread.**—Of what is it made? Where are the materials obtained? How prepared? What bread was provided for the Israelites in the wilderness? What do



**savages use for bread? Who is called the Bread of Life which came down from heaven?**

**Burning Glasses.**—Are formed so as to concentrate the rays of the sun. The rays thus concentrated are of sufficient heat to kindle fire; the same form of glass is used for spectacles, which were first invented by Spina, a monk of Pisa, near the close of the 13th century. Of what use are spectacles? What is a telescope? What is a microscope?

**Brass.**—A mixture of copper and zinc. For what is it used?

**Cloths.**—Woollen, linen, cotton, silk. Of what made? Where are the materials obtained? How produced? Where manufactured? What things are made of cloth? What do savages use for clothing?

**Coal.**—Describe the various kinds. How is it procured? For what useful? Where are extensive mines of coal?

**Colors.**—What are the seven primary colors?—Black is the privation of all color. Green, is composed of yellow and blue. Orange, of red and yellow. Purple, and violet, of blue and red. Olive, of red, and blue, and yellow.

**Caoutchouc.**—A tree which grows in South America, from which India rubber is obtained. It exudes from the bark by incision, in a milky liquid, which hardens in the air; it is shaped in bottles, boots and shoes, on moulds of clay, then smoked for several weeks, when the clay is broken out and the articles are fit for use.—The Indians use it for torches. It burns with a bright light.

**Coffee.**—Of what made? Where cultivated? How prepared?

**Diamonds.**—The most valuable gem in the world.—Found in South America. The richest mine is in Golconda.—It is useful for cutting glass.

**Earthquakes.**—What are they? What is the cause of them? What melancholy effects are produced by

them? What countries are most subject to them? Spain, Italy, Sicily, N. part of S. America.

*Figs* grow in most warm countries.—Abound most on the eastern continent. The tree is large, and shady, with leaves resembling the mulberry.—The fruit grows from the trunk and large boughs.—The tree produces three crops annually.

*Gold*.—What is it? For what is it useful? Where are the richest mines found? What country made themselves rich by the discovery of these mines?

*Hats*.—Of what manufactured? Where are the materials obtained? What do the men, women and children of various countries wear for a covering of the head?

*Houses*.—Of what made? What mechanics are employed in making them? What the various uses made of various buildings, as churches, castles, chapels, cathedrals, monasteries, synagogues, temples, mosques, seminaries, colleges, capitols, dwelling-houses, mansions, markets, factories, shops, taverns, mills, barns, cottages, hovels, huts, a lodge.

*Honey*.—Where found? By what collected? How stored? What is its taste?

*Hurricanes*.—Caused by wind blowing from opposite points of compass.—What the disastrous effects? West Indies most subject to them.

*Iron*.—What is it? Where is it found? How prepared? What are some of its valuable uses? What are some of the things which are made of iron?

*Money*.—What is it? Of what metals made? What pieces are made of copper—what of silver—what of gold?

How many cents are the value of 1 dollar?

What is the smallest silver piece? How many cents is it equal to? What silver piece is next in size? What is its value in cents? What part of a dollar is it? What the next largest silver coin? What is its value in cents? What the next largest piece? What is its

value? What is the largest silver coin? What are the various pieces of gold coin? What their value in silver? What are the paper bills which are called money?

For what is money useful?

How much money do you pay for a handful of sugar plumbs? a pencil? slate? bible? a pair of shoes? a knife? a hat? cloth of which your clothes are made? school apparatus? how much is paid for a good horse? a cow? a sheep? various articles of provision? a house? a ship? various articles of furniture? paper? pen? ink? books?

What reward is paid to a school teacher? a minister? a governor, president and other magistrates?

How is the money collected which is paid to our rulers?

*Pearls*.—Are taken from the pearl oyster, which is found in the seas of East India, America, and some other places. Buttons are made of the pearl oyster shell, which is called mother pearl.

*Pewter*.—A mixture of tin and lead; what is made of pewter?

*Pens*.—Of what are pens made? What was used before quills? Pointed sticks were first used, afterwards a pointed slip of iron or silver which was called stylus; it is thought that the word style applied to writing, was taken from this improvement in pens. Where are quills obtained?

*Silver*.—What is it? Where obtained? What is its comparative value? For what is it used?

*Steel*.—Iron prepared by fire.

*Teeth*.—The hardest and smoothest bones of the body. They appear within the first year. A larger and more deep rooted set take the place of the first teeth about the seventh year. The last teeth appear at or near the age of twenty-one. How are they removed when diseased?

# ELEMENTS OF GEOMETRY.

WHAT is the use of geometry? It explains the shape of all bodies, and teaches how to measure them.

What is first to be learned? The properties, and uses, of the various figures which are used in this science.

What can you say of a line? A line has length, but no breadth. It may be made by drawing a pencil across a paper.

What is a point? A small dot.

T. Lines are of two kinds, straight and curved.

What is a straight line? That which goes but one way from one end.

What is a curved line? That which turns gradually.

What are the positions of lines when placed near each other? They are either parallel, perpendicular, or oblique.

When are they parallel? When they are everywhere at the same distance from each other.

When are they perpendicular? When one line meets the other without inclining either way.

What are oblique lines? Those which are not parallel or perpendicular.

What is a horizontal line? That which is parallel to the horizon or general surface of the earth.

What is a vertical line? That which is perpendicular to the horizon or surface of the earth.

## Angles.

What is an angle? Where two lines meet each other which are not in the same direction.

What is a right angle? Where two perpendicular lines meet.

What is an acute angle? Where oblique lines meet, which are less open than a right angle.

What is an obtuse angle? When the lines which meet are more open than a right angle.

*Surfaces.*

What is surface? It is the outside of solids, and has length and breadth, but not thickness.

Of what kinds are surfaces? Plane and curved.

What is a plane surface? It is that which lies all one way, like one side of a book, or brick.

What is a curved surface? It is that which turns different ways; as when I hold an apple, one part of the surface is towards you, and another part towards me.

What is circumference? A curved line which surrounds a figure. A single curved line will surround a figure.

*Perimeter.*

What is a perimeter? Straight lines which surround a figure.

What is the smallest number of straight lines which can enclose a figure? Three.

What is a three sided figure called? Triangle.

What is an equilateral triangle? When the three sides are of equal length.

What is an isosceles? When but two sides are of equal length.

What is a scalene? When all the sides are of different lengths.

What is a right angle triangle? When a figure has one right angle, and two acute angles.

What is an obtuse angled triangle? A figure which has one obtuse and two acute angles.

What is an acute angled triangle? A figure which has three acute angles.

*Quadrilaterals.*

What are quadrilaterals? Four sided figures.

How many different figures are there which have four sides? Six; a square, an oblong, a rhombus, a rhomboid, a trapezoid, and a trapezium.

Which are called parallelograms? The square, the oblong, the rhombus and rhomboid.

Why are they so called? Because they have their opposite sides parallel.

What is a square? A four sided figure, which has all its sides and angles equal.

What is an oblong? A four sided figure, which has only the opposite sides equal.

What is a rhombus? A figure with four equal sides, two of which are perpendicular, and two oblique, and has two acute, and two obtuse angles.

What is a rhomboid? A figure with four sides, which has only its opposite sides and angles equal.

What is a trapezoid? A figure with four sides, two of which are parallel, and the other two are not.

What is a trapezium? A figure of four sides, and none of them parallel.

How are parallelograms measured? The length is multiplied by the breadth.

How is a triangle measured? The length is multiplied by half the breadth.

### *Polygons.*

What are polygons? Figures which have more than four sides.

What is a pentagon? A figure which has five sides.

What is a hexagon? A figure which has six sides.

What is a heptagon? A figure which has seven sides.

What is an octagon? A figure which has eight sides.

What is a nonagon? A figure which has nine sides.

What is a decagon? A figure which has ten sides.

How can these figures be measured? By being cut up into triangles; each triangle measured separately, then all added together. These figures are enclosed by straight lines which are called perimeters.

### *Circular Figures.*

How many lines will enclose a circular figure? One.

What is a circle? A figure formed by a line, drawn

everywhere equally distant from a point within, called the centre.

What is the diameter of a circle? A straight line which crosses it through the centre.

What is the radius of a circle? A straight line which passes from the centre to the circumference.

What is the arc of a circle? A part of the circumference.

What is the chord of a circle? A straight line crossing any part of a circle, which does not go through the centre.

What is the segment of a circle? The space enclosed by an arc and a chord.

What is the sector of a circle? The space enclosed by an arc and two radii.

What is an ellipse? A circular figure longer in one direction than the other.

What is the longest diameter of an ellipse called? Transverse.

What is the shortest diameter called? Conjugate.

### *Solids.*

What is a solid? It is what has length, breadth and thickness, and is enclosed by a surface; as a brick, an orange.

What is a plain solid? That which is enclosed by a plane surface like a brick.

What is a curved solid? That which is enclosed by a curved surface like an orange.

What will enclose a curved solid? One curved surface.

### *Parallelopipeds.*

What are parallelopipeds? Solids enclosed by parallelograms, which have always six sides, or surfaces.

What is a cube? A solid having six equal sides which are square.

What are right parallelopipeds? When the sides are all squares or oblongs, and the corners right angles.

What are oblique parallelopeds? When the sides are rhombuses or rhomboides, and the four corners oblique angles.

How are parallelopeds measured? Multiply the length, breadth, and thickness together.

*Prisms and Pyramids, &c.*

What is a prism? A solid whose sides are all parallelograms, and the end triangles, squares or any regular figure.

What is a cylinder? A round prism; its ends are circles.

What is a pyramid? A solid having its sides all triangles, and its base a triangle or more.

What is a cone? A round pyramid, its base a circle, its top a point.

What is a sphere? A solid enclosed in one curved surface, every part of which is equally distant from a point within, which is called the centre.

*Regular Solids.*

What is a regular solid? A solid having its sides all of the same shape and size.

How many are there? Five.

What are the smallest number of sides with which you can enclose a plane solid? Four.

When those sides are regular what will be their shape? Equilateral triangles.

What is such a solid called? Tetraedron.

What is the next smallest number of sides which will enclose a regular solid? Six squares which is a cube.

What is an octaedron? A solid enclosed by eight equilateral triangles.

What is a dodecahedron? A solid enclosed in twelve pentagons.

What is an icosaedron? A solid enclosed in twenty equilateral triangles.

These five solids are all that can be formed having the sides and angles all alike



*Isoperimetry.*

What figure will contain the greatest quantity in the least surface? A sphere.

What figure, with plain surfaces, will enclose the greatest quantity in a given surface? A cube.

What figure will enclose the most space in a given length of line? A circle.

Among quadrilaterals, what figure will enclose the most space. A square.

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## LESSONS IN NATURAL HISTORY.

### OF PLANTS AND FLOWERS.

#### *Lesson I.*

WHAT is the science called which teaches us of plants, flowers and fruit? Botany.

Who causes the plants and flowers to grow? God.

Do plants live and die? They do.

What kind of life is that of plants? Vegetable.

For what are plants useful? Some are useful for food and some for medicine; and all are beautiful, and teach us the wisdom and goodness of God.

How many kinds of plants are known? There have been 50,000 recorded in France.

How does a plant grow? The seed is put into the ground; after it has been there a few days, two shoots grow out of it; one grows downward into the ground, and is the root; the other comes up, and spreads out in leaves.

What are the several parts of a plant called? The root, the trunk, or stem, the stalks, the leaves, the flower, and fruit.

What is the root? That part which grows in the ground and holds up the plant.

Can a plant live, if you destroy the root? It cannot,

for that which keeps the plant alive comes from the ground through the root.

There are several kinds of roots; what are those roots called which live only one year. Annual.

What are biennial roots? Such as live two years.

What are perennial roots? Such as live many years.

What are those roots called that are like the onion? Bulbous.

What are those roots called which are like a potato? Tuberose.

What are those called which are like a carrot? Fusiform.

What are those called which spread about? Fibrous.

## Lesson II.

What is the stem or trunk of a plant? It is that which stands up from the ground and sends out the stalks.

What is the bark? It is the coat which covers the stem, and keeps it from the cold.

Will the cold hurt plants? The cold will kill a great many kinds of plants.

Is that the reason why some are placed in boxes? Yes, they are placed in boxes that they may be brought into the house, when the weather is cold.

What are those little sticks called, which grow out of the trunk and hold the leaves and flowers? The stalks.

What is a bud? It is little leaves, which are folded very closely one over the other; and contain the stalks that are not grown out.

When do the buds grow? In the summer.

When does the stalk grow out of them? The next year.

Where does the bud grow? Close by the stalk of the leaf.

What is the color of the leaves? Green.

Which way do leaves always turn? They turn towards the light.

Does the light of the sun help to give them their green color? It does; leaves which grow in a dark cellar are white.

How many kinds of leaves are there? One hundred.

For what are the leaves of trees useful? They help the bud to grow—they shade the plant from the heat of the sun—they make a pleasant shade for animals, which do not have houses to cover them.

Do animals like to go among the trees? They do; and the birds make their nests and sing among the branches.

### Lesson III.

What is the fluid that runs in the plant like water, and sometimes leaks out? It is the sap.

Is the sap the same in all kinds of plants? No; it is very different; when it runs out of some plants it turns to resin; and the sap which runs from some others turns to opium; and from another to gum elastic; which is called India rubber, and the sap of some plants is made into sugar.

Is oil obtained from plants? It is; much oil is pressed from the seed of some plants.

What kinds of oil is pressed from the seed of plants? Linseed oil, castor oil, oil of olives, and oil of almonds.

### Lesson IV.

How many parts has a flower? Seven.

What are they called? Calyx, corolla, stamens, pistils, pericarpium, the seed and receptacle.

What is the calyx or flower cup? It is the green part under the blossom, out of which the flower grows.

What are the corolla? The delicate leaves called the blossom, which are of various and beautiful colors.

What is one of those leaves called? A petal.

What is sometimes found at the bottom of the corolla, in a small part called the nectary? Honey.

How is this honey gathered? It is collected by the little bee, who lays it in little cups curiously made of wax.

Who makes the little waxen cups? The bee makes them, with wax it obtains from the flowers.

What are the stamens? The mealy or glutinous knobs in the flower, called *anthers*, with or without, filamentous organs.

What is the little thread called which stands up in the middle of a flower with a small head on it? Pistil.

What is that which the pistil grows from? The seed bud, or germen.

When the leaves of the flower die or fall off, and the seed bud grows large, and contains the seed, what is it called? Pericarpium.

What is the seed bud of the apple tree blossom when it is grown? It is an apple.

Can you find little seeds in the apple? We can.

What is the seed bud or germen of the peach tree?—the plumb tree?—the pear tree? All kinds of fruit are the seed buds of the plants which are called pericarpium.

What is the seed? It is the part which is for the next plant to grow from.

How are the seeds for the next plants scattered? Some seeds have little feathers upon them, and are blown about by the wind, and fall upon the ground, where they are soon covered with the soil.

In what other ways are the seeds scattered? Animals and birds eat the fruit and drop the seeds upon the ground. In this way seeds are sometimes carried from one country to another.

What is the receptacle? It is the bottom of the flower which holds the other parts.

What has a large receptacle? The artichoke, or sunflower.

### Lesson Y.

How are plants arranged by those who have studied them? They are placed in classes.

What is one class of plants? All those kinds which have stamens alike, belong to one class.

How many classes of plants are there? Twenty-four.  
[The names of the several classes are in the Appendix.]

## A DESCRIPTION OF SOME USEFUL PLANTS.

**1st Class.**—The ginger plant belongs to the first class, which is called monandria, where does it grow? In the East Indies, and rises in round stalks about four feet above the ground.

How long does it live? One year.

What is done with it then? The roots are dug up, cleansed and dried, and put in bags to sell.

Is it brought to this country? It is, and when it is ground fine, is used in making gingerbread and beer.

Does the arrow root plant belong to this class? It does; and is ground into flour to make food for sick people.

In what country does the arrow root grow? In America.

**2d Class.**—To which class do pepper plants belong? The second class, called diandria.

Where do they grow? In the East and West Indies.

For what is pepper useful? The pepper is ground and used to season meat and broth.

**3d Class.**—Grass belongs to the third class, which is called triandria.

Does grass form the covering of the earth? It does, and is like a rich carpet, for us to walk on.

For what is it useful? It is food for animals and men.

How many kinds of grass are there? Three hundred.

How may grass be known? It has a straight hollow stalk with long tapering leaves.

What are the grasses which are used for food? Wheat, rye, corn, barley and oats.

For what are wheat, rye and corn used? To make bread.

For what is barley used? It is made into malt for beer.

Where do people use oats for making bread? In Scotland and Ireland.

What are oats used for in this country? For the food of horses.

The sugar cane belongs to the 2d class also; where does it grow? In the East and West Indies.

How high does it rise? Ten feet.

For what is it useful? Sugar and molasses are made of the juice of this plant.

The beautiful tamarind tree belongs to the 2d class; where does it grow? In the East and West Indies.

For what is it useful? The fruit is preserved for the use of the sick.

*4th Class.*—Madder belongs to the fourth class, which is called tetrandria.

Where does madder grow? In the west of England.

For what is it useful? The root of madder will color red.

*5th Class.*—The fifth class is called pentandria; a greater part of the plants belong to this class.

Curraints belong to this class; do they grow in this country? They grow in almost all gardens in this country.

For what are they useful? They ripen very quick after the summer comes, and are useful for sauce, and are used in making pies, jellies and wine.

Does the potato belong to this class? It does.

Where were potatoes first found? In America.

*6th Class.*—What is the sixth class called? Hexandria.

What belong to this class? A great many beautiful flowers.

Do flowers soon fade and die? They do; many flowers fade, before one day is gone.

What are sometimes called plants and flowers? Children and youth.

When are such plants and flowers beautiful? When humility and love are in the heart.

Do such plants and flowers soon fade? They do; for childhood and youth are vanity.

What does the bible say about this? Man cometh forth as a flower and is cut down.

The rice plant belongs to the sixth class; where does that grow? In warm countries; it grows best where the ground is covered with water a part of the time.

For what is it used? For common food.

Is it brought to this country for our use? It is, and is used in making puddings.

Where does cinnamon come from? Cinnamon is the bark of a small laurel tree which grows in the East Indies, and belongs to the 6th class. It is cut lengthwise, stripped from the trees, and dried in sand, where it turns a red color, and curls like a quill.

Camphor belongs to the 6th class; where is that found? In Japan.

How is it obtained? It is pecked out of the knots of the camphor tree.

*Class 10.*—The mahogany tree belongs to the tenth class, which is called decandria. Where does it grow? In the warmest parts of America.

Is the wood beautiful? It is, and will take a fine polish. It is used in making tables, bureaus, and other furniture.

The lignum vitæ belongs to this class, where does that grow? It is a large tree which grows in the West Indies; the wood of it is so heavy it will sink in water.

*Class 12.*—The almond tree belongs to the twelfth class which is called isosandria.

Where does the almond tree grow? In Barbary; and bears the nuts called almonds, which are brought to this country and sold.

The clove tree belongs to this class; where does that grow? In the East Indies.

What are the cloves that are brought to this country and sold? They are the flower of the clove tree, picked before they are blown, and dried in the smoke, which makes them almost black.

For what are cloves used? They are used as spice for pickles and pies.

The laurel is of this class; where does it grow? In the West Indies. It rises from 30 to 40 feet.

What grows upon this kind of laurel? Berries called pimento or allspice. The tree and fruit are very fragrant.

For what are the berries used? They are dried and used in making cakes and pies.

**Class 13.**—The white poppy belongs to the thirteenth class, which is called polyandria.

For what is this plant used? Opium is made of the milky juice which runs out of the plant when it is cut.

For what is opium used? It is a medicine which will remove pain and cause sleep.

The tea plant belongs to this class; where does it grow? In China and Japan.

How tall is the tea plant? It rises 10 feet high; the flowers are white and the leaves are an inch and an half long.

How are the leaves prepared for sale? They are gathered when the tree is three years old, and heated in an iron pan; then they are spread out and rolled in the hands and cooled; and the same thing is done again, and again, until they are dry.

**Class 16.**—The cotton plant is of the 16th class, which is called monadelphia.

Where does the cotton plant grow? In the East and West Indies and in the southern states.

What part of the plant produces the cotton? The seed vessel, which is filled with this white downy substance.

What use is made of cotton? It is spun and wove into cloth.

What kind of cloths are made of cotton? Calico, cambric, muslin, nankin, and many other kinds.

Of what kind of cotton is nankin made? It is made of yellow cotton which grows in a part of China.

**Class 18.**—The orange and lemon trees belong to the 18th class, which is called polyadelphia.



Where are orange and lemon trees found? They are found growing in most warm countries; the fruit which is brought to this country is picked before it becomes ripe, and is not as good as that which ripens on the trees.

**Class 21.**—The oak tree belongs to the 21st class, which is called *monoecia*.

What can you tell me of the oak? It is a very large tree and lives a great many years.

For what is the wood of this tree particularly useful? Building ships.

For what is the bark used? Tanning leather.

What are the nuts called, which grow upon the oak? Acorns, they are food for animals.

For what is the saw-dust of this wood used? It is used for dying fustians, and drab colors.

Is the cork which is used in stopping bottles obtained from one species of the oak? It is. Cork is the outer bark of an oak, which grows in the south of Europe and north of Africa.

How old is this tree, before it produces the cork? Twenty-five years, after that it will produce good cork every tenth year, until it is nearly 200 years old.

The mulberry tree belongs to this class, where was that found? It was first found in China, it is now cultivated, in various parts of the world.

For what is it used? The berries are very sweet, they are food for birds, the leaves are used to feed silkworms.

The cocoa nut tree belongs to this class, where is that found? In the East Indies.

How high does it grow? Sometimes it is seen 60 feet high, and makes a very grand appearance; for its leaves are from 10 to 15 feet in length.

How large are the cocoa nuts? As large as a man's head.

The bread fruit tree belongs to this class, where is that found? It is found on the islands in the Southern and Pacific Oceans.

For what is it useful? The fruit, which is as large as a child's head, is good for food. The people of those

islands have no other bread. They also make their cloth of the bark.

There is a tree called caouteheuc, belonging to this class, from which India rubber is taken; how is it taken from the tree? It issues from the bark by incision, in a milky liquid which hardens in the air.

For what is it used? It is made into shoes, which are useful to keep the feet dry, as the water cannot penetrate it.

*Class 22.*—The mistletoe belongs to the 22d class, called dioecia; how does this grow? It grows from the bark of other trees, and will not grow in the ground.

*Class 23.*—The figtree belongs to the 23d class, which is called polygamia,—where is this found? In the south of Europe, in the Indies, and southern states.

For what is it useful? For its fruit, which is very delicious and wholesome.

## OF ANIMALS.

When the picture of an animal is presented to children, it will not fail to excite their curiosity and enlist their attention to whatever may be said respecting it. The questions on the peculiar properties, and use, of various animals should be asked, while the picture of the animal is before them.

Has God made many kinds of animals? He has made various beasts to range the field, and numerous kinds of fowls to fly in the air, fishes and monsters which swim and play in the deep waters, and myriads of insects which are animated with the genial rays of the sun.

What animals are called quadrupeds? Every kind, that walk on four feet are quadrupeds.

How many species of quadrupeds are there? Nearly four hundred have been noticed.

What are bipeds? Animals which walk on two feet.

What animals walk on two feet? Birds.

What animals have no feet? Fishes and serpents.

What animals are called aquatic? Such as inhabit the water.

**What animals are called amphibious?** Those which can live in water or on the land, as they choose; such animals usually have webbed feet which they can spread open like a fan; these help them to swim.

**What are the animals called which fly in the air?** Volatiles.

**What are those animals called which catch and eat other animals?** Predacious.

**What are those animals called which are fierce and will kill men and other animals?** Ferocious.

**What are those which are easily caught, and used; and will not hurt any one?** Tame and harmless.

**What are those called, which feed on grain and vegetables?** Granivorous.

**What are those called which feed on flesh?** Carnivorous.

**What are those called which swallow their food and raise it again to chew it?** Ruminant.

**What are the claws of ferocious birds called?** Talons.

**What are those birds called which fly off to warm countries when the cold season approaches, and return when the warm season arrives?** Birds of passage.

**What are called poultry?** Those which live in farmers' yards.

**What does God say in his word about his knowledge of the animals?** Every beast of the field is mine, and the cattle upon a thousand hills; I know all the fowls of the mountains.

#### ELEPHANT.

**What kind of animal is the elephant?** Granivorous.

**How large is the elephant?** It is the largest land animal that is known.

**What is the height of the elephant?** Twelve or fifteen feet.

**Is it the strongest animal?** It is. One elephant will draw as much as six horses.

**Can this large animal run?** It can outrun the horse.

**What does it know?** It knows more than any other animal.

For what is it most valued? The ivory which is made of its teeth.

How large are its teeth? One will weigh four pounds and a half.

What is the use of its trunk? It is used as an arm and hand.

How long does the elephant live? More than 100 years.

In what country is it found? In Africa and Asia.

#### BUFFALO.

What kind of animal is the buffalo? It resembles the cow.

Is it harmless as the cow? It is very formidable when wild, and will kill men and other animals with its horns; but it is easily tamed.

For what is it useful? It is used for labor like the ox, and is very strong.

Is its flesh good for food? In Italy the people use its flesh for meat, and make butter and cheese of its milk.

Is its skin useful? It is very useful, as it makes the strongest leather, and is also used with the hair on, for blankets.

#### THE COW.

Is the cow a useful animal? Yes; every part of the cow is useful.

For what is the cow's milk useful? To make butter and cheese.

But when the cow is killed is it of any use? It is of very great use.

What is its flesh called? Beef—which we often eat for food; and minced pies are made of it.

For what is the skin useful? Leather is made of it.

For what is leather used? Boots and shoes are made of it, bridles and other harness for horses.

For what are the bones useful? Handles for brushes, such as tooth-brushes and nail-brushes are made of them.

Are the horns of any use? Of the horns they make salt-spoons, combs, buttons and many other things.

Is the blood of any use? Yes; it is used to purify sugar.—Candles are made of the tallow.—The feet afford an excellent oil called neat's foot.—Glue is made of the cartilages and gristles.—From one of its diseases man has obtained great benefit, viz: the king's pox.—Its hair, mixed with lime, is used in plastering.—From the general utility of the cow, the Egyptians were led to worship it.

Was not this sinful? It was;—they should have loved and worshipped God who made the cow for our use.

#### THE HORSE.

Is the horse a beautiful animal? He is very beautiful.

What is his disposition? Generous, kind, and obedient.

Should we then be kind and pitiful to the horse? We should. It is wicked to abuse him.

Is the horse useful? Very useful both for business and for pleasure.

Where does the horse enjoy his native freedom? In some parts of Africa, Arabia and South America, they may be seen in droves of 5 or 600, feeding together. One stands at the outside to give notice of approaching danger.—When danger appears, he gives the alarm by a loud snort, when the whole herd run off very swiftly.

To what age does the horse live? From 20 to 25 years.

How are people and children sometimes hurt by the horse? By a blow from its heels. It will kick with great violence so as to kill a person in a moment.

#### THE SHEEP.

What is that with which the sheep is clothed? Wool.

For what is wool useful? Our warm clothes are made of it.

Is the flesh of the sheep good for food? It is, and is called mutton.

Is the skin useful? Yes; parchment, gloves and morocco are made of it. The entrails are made into strings for musical instruments. Milk and butter are sometimes produced from the sheep.

What is its disposition? Mild and harmless.

A lamb was chosen for sacrifice, to be a type of Christ;—being an animal best fitted to denote the purity, gentleness, harmlessness and patience of the Redeemer.

#### THE CAT.

What kind of animal is the cat? A small carnivorous animal.

For what is a cat useful? To destroy rats and mice.

When can a cat see best? In twilight, which is the time it catches its prey.

Is the cat prone to fight? It is.

What time does it choose for fighting? The night.

What does it fight with? With its claws and teeth.

Will cats hurt you if you treat them kindly? They will not.

I like the pussy, her coat is so warm,  
And if I don't hurt her she'll do me no harm;  
So I'll not pull her tail, nor drive her away,  
But pussy and I very gently will play;  
She shall sit by my side, and I'll give her some food,  
And she will love me, if I'm gentle and good.

#### THE SQUIRREL.

What is the squirrel? A very pretty animal, not so big as a cat, and quite harmless.

Where does it live? In woods, and makes its nest in hollow trees.

What is its food? Fruits and nuts.

Does it lay in a store for winter? It does.

What should this teach us? To prepare for a future state.

Does it usually run on the ground? No. It jumps from one tree to another.

For what is it useful? Its flesh is delicious meat, and the fur with which it is covered is useful.

#### LION.

What is the lion styled? The lord of the forest.

How does he appear? Very bold, and majestic.

What does his roaring resemble? The sound of thunder; and all other animals are frightened when they hear him.

What color is he? A tawny yellow.

To what age does he live? 60 or 70 years.

Where is the lion found? In the hottest regions of Asia and Africa.

How large is he? About 4 feet in height and 8 in length.

#### BEAR.

What kind of animal is the bear? Very ferocious but not carnivorous.

What is his color? Black, in this climate; in the cold climates he is white.

What places does he inhabit? He lives among the most lonely wilds and rocks, in the darkest woods.

What is his peculiar manner of life? He becomes very fat in summer—in winter he crawls into his den, and remains several weeks without eating anything.

For what are bears useful? For meat, fat and fur.

Why did God send bears from the woods to kill a number of children? Because they mocked a good old man, and called him by ill names.

How should children treat aged people? With respect and kindness and listen to what they say.

#### DEER.

What can you tell me of the deer? It is a very beautiful and harmless animal, and runs very swiftly.

For what is it useful? The skin makes a soft and strong leather, which is made into gloves and shoes; their flesh makes delicious meat.

What is the meat called? Venison. Its horns are useful in making knife-handles and other articles. Butter and cheese are sometimes made of its milk.

To what age does it live? 35 or 40 years.

What does the deer use for food? It eats the stalks, leaves and moss of trees.

What are the other animals of the deer kind called? Fallow deer, reindeer, roebuck, moose, elk.

Where are these animals found? In almost all parts of the earth where there are large forests for them to range.

#### DOG.

For what is the dog useful? He is a faithful servant to man, and as he is permitted to accompany him, he feels proud, and above all other animals.—He is useful to defend his master's person and property.

Does the dog know more than most other animals? He does; he loves and obeys his master, and always does what he is bid.

T. I hope my dear children will not suffer the dog to surpass them in obedience.

I'll never hurt a little dog,  
But stroke and pat his head;  
I like to see the joy he shows,  
I like to see him fed.

Poor little dogs are very good,  
And very useful too,  
For do you know that they will mind  
What they are told to do?

#### BEAVER.

What kind of animal is the beaver? It is amphibious.

For what is the beaver remarkable? For skill and industry.



In what does its conduct resemble man? In forming societies to do a great work. Two or three hundred of them all work together in building their houses, and when they have finished them, each family keeps to its own house.

Where do they build their houses? By the water side, as they are very fond of bathing.

How do they build them? They make them very nice with three rooms, one above another.

Of what do they make their houses? Of sticks of wood. They plaster them with clay, and keep them very clean, the houses are round like an oven. Each beaver has a bed of moss to sleep on, and a store of food.

What is their food? The bark of trees and small sticks, which they pile up very nicely.

Do they ever quarrel? No, they live in peace and appear quite happy.

Does it make children unhappy to quarrel? It does; It is better to work, and live in peace as the beaver does.

Do men sometimes disturb their peace, and kill them? They do, to get their skins, which have fur on them, which is useful in making hats; they also procure from the beaver a medicine called castoreum, which is found in bags of skin as large as an egg.

How large is the beaver? It is as large as a common-sized dog, but very different in its form. Its teeth are remarkable for cutting. It will cut off large trees with its teeth to make dams across the water.

Who has taught the beaver to do these things? It is God, who made all creatures, and guides them by his wisdom.

#### THE CAMEL.

What ill looking creature is this? It is a camel.

Is it naughty because it looks ugly? O no, it is a very good animal.

What is it good for? It will obey its master and carry great loads of goods.

Of what other use is the camel? It gives milk which is good for food, and its hair is used to make clothing.

Where is this animal found? In Asia and Africa.

How tall is the camel? Six or seven feet.

Where is it most useful? In the deserts of Arabia.

What is a desert? It is a large country of sand, where no grass or trees grow, and no streams of water run.

Can camels travel in the desert without drinking water? They can drink enough at one time to last them several weeks.

How long does it take them to cross the desert? Sometimes they travel several months before they get across.

What do they do for drink then? Their masters sometimes go out of their way some distance to find water.

Can camels smell water before they see it? They will smell water a mile off, and travel very fast till they come to it.

Does one man go alone with his camel and carry goods across the desert? No, they are afraid to go alone, because of the robbers.

Who are these robbers? Wicked men in Arabia, who catch people in the deserts and take away their goods.

How many men travel together in these deserts? Sometimes 1000 men with their camels go together.

What is a company of men and camels called? A caravan.

How much can one camel carry? A large camel will carry 1000 lbs.

How do men put so great a load upon their high backs? The camel kneels down so low, when his master bids him, that it is easy to put on the load.

What will the camel do if they put too heavy a load on him? He will cry loudly, and will not rise till a part of it is taken off.

Do their masters drive them with a whip, as they do the horse? No, they do not whip them, they sing or

whistle to make them go, and the louder they sing, the faster they will go.

Will they stop when their masters stop singing? They will. If their masters begin to sing to them, they must continue singing till night, or they cannot make them go.

What did Joseph's brethren do, when they saw such a company of men and camels coming? They drew up Joseph out of the pit and sold him to the men, who were going to Egypt.

#### TIGER.

How does the tiger appear? He resembles the cat in form, but is much larger.

Will he permit you to stroke him as puss does? No, he is so ferocious and cruel, that people are afraid to be near him.

Does he kill persons? He does; he loves blood; he will kill and suck the blood of every creature he can catch.

How large is the tiger? As large as a lion, four feet high, and eight or ten feet long.

Is he a beautiful animal? He is very beautiful; his hair is so smooth it shines; his color is a bright yellow, striped with black.

Where is it found? In Africa and China; but more are found in India.

#### LEOPARD.

Where is this beautiful kind of animals found? Most of them are found in Africa, they are sometimes found in India, China and Arabia.

How large are they? They are the size of a large dog.

What is their color? A bright yellow with black spots.

Are they as agreeable as they are beautiful? No, they are very fierce and cruel, and kill other animals.

How do they catch animals? They hide and watch

till some animal passes by, and then they jump upon it and kill it in a moment.

Are leopards of any use to man? The Indians eat their flesh and sell their skins, which are so beautiful, that they have taken ten guineas for one.

How are men, who are accustomed to do evil like the leopard? The leopard cannot wash off his spots, for they are in his skin. So if a man is wicked a long time, his wickedness will cleave to him like his skin, and he will not leave it off.

Is it not best, to cease to do evil while you are young? It is the best time, to cease to do evil, and learn to do well.

#### WOLF.

How large is the wolf? As large as a great dog.

How does he appear? He has sparkling eyes, a pointed nose, large and sharp teeth, and is of a brown color.

Is the wolf strong? He is so strong that he can run swiftly with a sheep in his mouth.

Does the wolf catch the harmless sheep? They are so ravenous in killing sheep, that people cannot keep these useful animals, in those countries where there are wolves.

What is as dangerous to God's people as wolves are to sheep? False teachers.

#### THE GOAT.

What is this animal like? It is in some respects like the sheep.

Is it covered with wool like the sheep? No, it is covered with thick smooth hair, and has horns on its head.

What color is the goat? Some goats are black, others black and white.

Is it a harmless animal? It is quite harmless, and grows very fond of persons who take kind care of it, and will follow them about as the dog does.

For what is the goat useful? Its flesh, tallow, hair,

and skin are useful. And the milk of the goat is useful for sick people.

What kind of leather is made of goat's skin? Morocco.

What is the young goat called? It is called a kid; the kid's skin is made into fine leather, for ladies' gloves and shoes.

What is made of goats' horns? Good handles for knives and forks.

Which is the most useful animal, the goat or the sheep? The sheep.

#### FOX.

What can you tell me of the fox? It is a very pretty looking animal.

How large is the fox? It is the size of a small dog.

For what is the fox useful? It is covered with a thick coat of fur, which is useful in making gentlemen's hats.

Are foxes mischievous? They are; they come into farmers' yards in the night, to steal fowls and carry them off to eat.

Is he sly and artful? Yes, and people say "cunning as a fox."

Do men hunt foxes? They do; and set dogs to catch them; but they run very swiftly and cannot easily be caught.

What kind of houses do they have? They dig deep holes in the ground and live in them.

Are these better houses than our Saviour had when he lived in the world? He had no house, but said to some who would follow him, the foxes have holes, the birds of the air have nests, but the Son of man hath not where to lay his head.

#### HARE.

What can you tell me of the hare? It is a very neat pretty animal which feeds on grass and vegetables.

Will it hurt any one? No, it is so very harmless, that no other animal is afraid of it.

What can it do to prevent being caught by other animals, if they are not afraid of it? It can run so fast that no one can catch it till it is tired.

How does it run? It goes by jumping several feet at once.

How large is it? As large as a cat.

Is this animal useful to man? Its flesh is good for food, and it is covered with fur, which is useful in making gentlemen's hats.

#### RABBIT.

What does the rabbit resemble? It resembles the hare.

Is it a harmless and useful animal? It is; it will not hurt any one; its flesh is good for meat, and its fur is beautiful.

What houses do they live in? They make their houses under ground by digging out the earth, and there they live with their little ones, quite out of sight.

Do rabbits increase very fast? They increase so fast, that they would be troublesome, if other animals did not eat them.

What other animals eat the rabbit? Foxes and weasels.

#### ZEBRA.

What is the zebra? It is a beautiful animal, formed like the horse, but not as large.

What color is the zebra? It is a pure white, with black stripes around it, and the hair is smooth and beautiful.

Where do zebras live? In the wild forests of Africa.

Why do not people ride on the zebra? It is, so very wild that it cannot be caught and made to obey like the horse.

Which do you like best, the zebra which is beautiful, or the horse which is useful? We like the horse best, because we like to ride.

Should not children try to be useful and do good, rather than to be fine, and do no good? We were made to be useful and to do good.

#### THE ASS.

What kind of animal is the ass? It resembles the horse but is much smaller.

For what is it useful? It is very patient and strong to labor.

Do people ride upon it? They do, in Arabia, and in Egypt and some other countries.

Is it better than the horse to travel over mountains? It is, and will carry persons with safety over steep rocky mountains, where horses cannot go.

Was this the animal on which our Saviour rode when the children ran by his side and sung hosanna in the highest? It was.

Were his people commanded to rejoice when he should appear in this manner? They were. For the scripture says, Rejoice greatly, O daughter of Zion. Shout, O daughter of Jerusalem. Behold thy king cometh unto thee. He is just and having salvation, lowly and riding upon an ass, and upon a colt the foal of an ass.

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#### MUSK.

What kind of animal is the musk? It is very much like the deer, but has no horns.

Where is it found? In the northern parts of China.

For what is it remarkable? It has a bag of perfume about the size of a hen's egg growing on the lower part of its body, which is called musk, and is a powerful medicine.

Has musk a very strong scent when first obtained? It has; they who procure it are obliged to cover their mouths and noses, for taking the scent will make the blood run from the nose and eyes.

You have learned how God has caused the animals and fruits of the earth to be food for us in health. Has he provided remedies for us in sickness? He has caus-

ed various animals, minerals, and vegetables, to supply medicines for the sick.

**MONKEY.**

What is a monkey? It is an animal in some respects resembling a child.

Where is it found? In almost all warm countries.

Is it useful to man? It is a pleasing animal. It will imitate the actions of men. It will use the comb, and comb its own hair, or the hair of the cat. It will eat with a spoon, and take up a glass to drink.

Are there several kinds of this animal? There is the ape, the baboon, and the orang outang.

Which of these animals most resembles man? The orang outang.

**HIPPOPOTAMUS.**

What kind of animal is the hippopotamus? It is a very large amphibious animal.

How large is it? It is almost as large as an elephant, but not as tall; some have been found which were 17 feet long and 16 feet round the body.

Where do they live? In the bottom of the large rivers of Africa.

How do they get their food? They come out of the water and eat grass, and vegetables, on the side of the river.

What can you tell me of its skin? It is thick, and of a dark brown color, without hair, except on the end of the tail.

For what is the skin useful? For making whips.

Is this animal of any other use? Its flesh is excellent meat.

Are this kind of animals terrible in their appearance? They are, they have very wide mouths, and great teeth, with tusks two feet long.

What use is made of their teeth? They are used by dentists in making artificial teeth.

What does the bible say about this animal? He



eateth grass as an ox, he moveth his tail like a cedar, his bones are like bars of iron. The willows of the brook compass him about. Behold he drinketh up a river, he thinketh to draw up Jordan into his mouth.

#### RHINOCEROS.

Where is the rhinoceros found? Near the large rivers of Asia and Africa. It prefers marshy grounds, where it can roll itself in the mud.

How large is it? It is about 12 feet in length, and 12 feet round the body.

How does it appear? It is covered with a very hard dark skin, its head is shaped like that of a swine, and has a hard solid horn upon the nose, with which it defends itself.

Is it disposed to fight? It will not hurt any one, who does not trouble it, and whenever it is angry, it can be pacified by giving it something to eat.

Are animals of this species fond of eating? They are, and eat a great deal, but will not eat anything except vegetables.

What noise do they make? They bleat like a calf when they want food.

Are they of any use to mankind? They are not, but are very hurtful, by devouring fields of grain, and plantations of sugar-cane.

Are they fond of eating sugar-cane? They are, and sugar also.

#### PORCUPINE.

What can you tell me about porcupines? Porcupines are small animals covered with very sharp quills.

Do they hurt people with their quills? They are not disposed to hurt any one. But if persons, or other animals, try to catch them, they will run and put their heads into some secure place, and if any one takes hold of their bodies, the sharp quills will pierce him.

Are these animals of any use? Their flesh is some-

times eaten, and the Indians use their quills, in making ornaments.

CROCODILE.

What kind of animals are the crocodiles? They are large amphibious animals.

What is their shape? They are shaped some like a fish, but have four legs, the two forward legs resemble the arms and hands of a man.

How large are they? They are sometimes thirty feet in length and four feet round the body.

Are they hurtful? They are a most dreadful animal; they kill and eat every creature that comes near them. All animals are afraid of them.

How do they catch men and animals? They go on land and lie down very still, appearing like a log of wood, so that persons and animals sometimes go near them, without knowing it, and are taken by the crocodiles into their great mouths in a moment.

Where do these animals live? In the great rivers of South America and Africa.

Are they numerous? There are many of them in those countries, and there would be many more, if other animals did not eat their eggs and young.

SEA OTTER.

What can you tell me of the sea otter? It is an amphibious animal found on the northern coasts of the Pacific Ocean.

How large is it? It is about four feet long, and some otters will weigh eighty pounds.

What is its shape? It has a long body, short legs, and has a mouth like the fishes.

What does it feed upon? It feeds upon fish, and destroys great quantities of them.

Is it a harmless animal? It is; men have sometimes tamed the otter, and employed it to catch fish for them.

Is it remarkably fond of its young? It is, and as it has but one at a time, will carry it about in its paws, and

when it is in the water it will swim upon its back and carry its young.

How is it affected with the loss of its young? If its young is taken away or destroyed, it will pine to death on the spot where it was taken away.

For what is the otter most valued? For its beautiful fur, which the Russians sell to the Chinese for a great price.

What is their fur? It is very fine, thick set, and of a shining black color.

What use is made of its fur in this country? Gentlemen's caps are made of it, and collars are lined with it.

Is there more than one kind of otter? There is a smaller kind, which is found in South America, in the marshes of Guiana, which are very numerous.

What is the color of this kind of otter? Their fur is a deep brown, thick set, fine and glossy.

#### SEAL.

What kind of animals are seals? They are amphibious.

How large are they? They are five or six feet in length.

Where do they live? In the northern seas of Europe, Asia and America.

When do they come out of the water? When the sun shines, thousands of them climb up and lie upon the rocks.

Do they teach their young ones to swim? They take them into the water when they are very young, and teach them to swim. If the little ones become tired, the old ones carry them on their backs.

Are they harmless? They are. Men can tame them, and when tamed they come as readily as a dog when called by name.

What use is made of seals? Their skins which have short, and shining hair, are used to cover trunks; they are also made into leather for shoes.

Are they of any other use? Their flesh is sometimes

eaten, but they are more useful for the oil, which may be taken from them.

How much oil may be taken from one seal? Eight gallons.

WHALE.

How large is the whale? It is seventy feet in length; it is the largest animal in the world.

Where is it found? In the northern oceans.

How do men kill this great fish? They sail out from the ship in boats as near it as they can, and then dart harpoons into it, and kill it.

Will not the fish swim away when it is wounded? It will, but the men who kill it have a long rope tied to the harpoons, which they fasten to the ship.

Why do they kill the whale? They kill it to procure its oil.

How much oil is sometimes taken out of one whale? One hundred barrels. Eight or ten barrels of blubber oil are also taken from its tongue.

What use do we make of oil? We burn it in lamps to light our houses, when the light of the sun is gone from us.

Is the spermaceti whale as large? No, it is not so large and has not so much oil in it, but it is the most valuable, because spermaceti can be procured from its head.

How much spermaceti can be obtained from one whale's head? Sixteen barrels.

What is the use of spermaceti? Candles are made of it, which are very white and transparent, and give a pure light.

Is this whale more terrific than the other kind? It is; its mouth is so large that it can swallow an ox.

Do these monsters of the deep obey the voice of God? The whale swallowed Jonah at God's command, and at God's command it placed him upon the dry land. Whales in the sea, God's voice obey.

## CODFISH.

Where is the codfish found? The most of them are caught on the banks of Newfoundland.

What are these banks? They appear to be the tops of vast mountains which rise from the bottom of the ocean, almost to its surface, extending more than 500 miles.

What are these banks called? One is called Grand Bank, the other is called Green Bank.

Are the fish very numerous on these banks? They are so numerous, that hundreds of ships with thousands of men, are employed in taking them.

How do fishermen catch them? With a hook and line.

What is done with the fish when they are caught? They are salted and put on the shore to dry. When they are dried, they are put into ships which carry them to distant countries to be sold.

In what months are they caught? From February to May.

If so many ships are employed in carrying them off, will they not soon all be gone? They increase as fast as they are destroyed; one fish has been found to have more than nine millions of eggs.

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What is the kind of animals called which have wings and fly? Volatiles.

Does the cock belong to this race? He does.

Where does he live? He is a tame fowl and lives in farmers' yards.

For what is he remarkable? He is very bold.

What is there very pleasant in the cock? He comes early from his roost and crows loudly about the farmer's house, as though he wished to wake him from his sleep, to see the beauties of the morning.

Of what use are cocks and hens? They are very delicate meat when killed, and hens lay a great many eggs.

How many eggs does a hen that is well fed lay in one year? Two hundred, which are very good for food, and are used in making custards, cake and puddings.

Is the hen very fond of her chickens? She is. If any creature comes near her little brood, she will fight them, even if it is a man or horse. And when it is cold, rainy, or dark, she covers them with her wings and feathers.

Of what should this animal's kind care of her chickens remind us? Of our Saviour, who said, O Jerusalem, Jerusalem, how often would I have gathered thy children together, even as a hen gathereth her chickens under her wings, and ye would not.

What children will Jesus gather into his arms of love? All that will come to him; but if we will not come to Christ, we cannot have his protection.

#### TURKEY.

Do turkeys belong to the kind of birds which are called poultry? They do.

Do not some turkeys live in the woods? A great many of them live in the woods of North America, and the Indians are very fond of hunting them.

For what are they useful? Their flesh is excellent meat, and some of them will weigh twenty pounds.

How do the Indians catch them? They send a dog among them first, but with the help of their wings they outrun the dog, and when they become tired of running, they fly upon the trees, from which the Indians knock them down with long poles, and kill them.

Where were turkeys first found? In America.

#### PEACOCK.

What can you tell me of the peacock? It is one of the most beautiful animals which God has made.

How is it beautiful? Its shape is elegant, and its feathers are brilliant.

When does it appear in grandeur? When it spreads its tail which is as large as an umbrella, and

its feathers are pictured over with flowers, colored with blue, yellow, red and green; and shine with golden hues.

What is the peacock good for? Nothing but its beauty.

Is it disagreeable otherwise? Its voice is harsh and unpleasant.

Where are peacocks found? In India; they may be seen in flocks on the Islands of Java and Ceylon.

Are they carried to various parts of the earth? They are; king Solomon had them brought to him in his ships more than 3000 years ago.

What does the bible say of them? It says God gave the goodly wings to the peacock.

#### THE OSTRICH.

How large is the ostrich? It is the largest of all birds, and as high as a man on horseback; its neck is one yard long.

Where is it found? In the sandy deserts of Asia and Africa.

What does it find to eat and drink in those barren deserts? It is said the ostrich never drinks and will eat anything, even stones, leather, glass and iron.

Are its feathers beautiful? They are, and men hunt and kill the ostrich to obtain their feathers.

What use is made of the feathers? They are used to decorate ladies' bonnets.

How large are its eggs? They are as large as a man's head; one will weigh twelve pounds.

Do they take kind care of their young? They do, their young can neither walk or stand for several days after they are hatched, and the old ones watch and feed them.

Is the flesh of the ostrich good for food? It is not, but its oil is a useful medicine for the sick.

Are these birds fond of each other? They appear so, for they are found in companies. Travellers in the deserts have been frightened at first sight of them, supposing them to be a company of robbers.

Does the ostrich run swiftly? Yes; it can outrun the horse.

What does the bible say about this bird? God hath given wings and feathers to the ostrich, which leaveth her eggs in the earth, and warmeth them in the dust. When she lifteth up herself on high, she scorneth the horse and his rider.

#### VULTURE.

What kind of bird is the vulture? It is a large strong bird, which resembles the eagle.

Where is it found? In Europe, Egypt, and South America.

What is its food? It eats animals, but will not touch a living animal, when it can find a dead one. It is particularly fond of carrion.

Where are these birds useful? They are useful in warm countries, by eating dead carcasses, which, if left to putrify, would poison the air. They are found so useful at Grand Cairo, that the people are forbidden to kill them.

Is the vulture useful in any other way? It is useful by destroying the eggs of serpents and crocodiles.

How does it find the eggs? Vultures sit watching in the trees while the crocodile is laying and hiding her eggs in the sand, and as soon as she has left them, they fly down, with ferocious cries, uncover the eggs, and eat them.

Does the bible speak of the vulture? It says there is a path which the vulture's eye hath not seen.

What path is that? The path of wisdom.

Must we seek that path? We must, and search for it as for hidden treasures.

#### EAGLE.

What can you tell me of the eagle? As the lion is lord of the forest, the eagle is queen of the birds.

How large is the eagle? It is almost as large as a turkey. Its wings are much larger than those of



the turkey, when spread, they extend eight feet in breadth.

How does it fly? It soars very high in the air, and builds its nest amongst the rocks of lofty mountains.

Is this bird very strong? It is; and will fly, holding geese and lambs in its sharp claws. Some eagles have carried off little children.

Where is the eagle found? In Europe.

How long does it live? One hundred years.

Can it live a long time without eating? It has been known to live several weeks without eating.

What does the bible say about the eagle? God says to Job, Doth the eagle mount up at thy command, and make her nest on high? She dwelleth upon the rock, upon the crag of the rock and the strong place, from thence she seeketh her prey. Her eyes behold afar off, her young ones suck up blood. The eye that mocketh at his father and despiseth to obey his mother, the ravens shall pick it out, and the young eagles shall eat it.

#### SWAN.

What can you tell me about the swan? It is a large beautiful bird of which there has been much said.

Can you tell me something that is said of it? It is said that the swan lives several hundred years, and it is known to have lived one hundred years.

What color is the swan? The tame swan is a beautiful white. The wild swan is partly brown.

Where do swans live? In cold countries, and they swim on the cold lakes of Lapland.

When does the swan appear most elegant? When swimming upon the water. It is sometimes kept on artificial ponds, and admired for its beauty. But its flesh is not as good for food, as that of the goose.

#### GOOSE.

What can you say of the goose? It is the most useful bird that is found.

Our softest beds are made of its feathers, which grow

very thickly upon it, and may be picked off several times in the summer without hurting it, as they will soon grow again.

What other useful article do we obtain from the goose? Quills, of which pens are made.

Is its flesh good for food? It is.

Is the goose fond of swimming? It is; and its young will swim as soon as hatched. The little ones are covered with a bright yellow down, and when swimming appear very prettily.

Wild geese are birds of passage. Can you tell me why they are so called? When the cold weather comes, and the lakes on which they swim are covered with ice, they fly in large flocks, hundreds of miles to the south, where they live in a warm climate through the winter, but fly back early in the spring.

#### DUCK.

What is the duck? It is a bird which is in some respects like the goose, but more beautiful, and not as large.

Is it useful? Its feathers are used for beds, and its flesh is excellent meat.

Is there more than one kind? There is one kind which live in farmers' yards, the other kind are wild, and live about the northern lakes.

Are they fond of swimming on the water? They are; they swim upon the cold lakes, and when the lakes are frozen, they fly to the south as geese do.

#### LARK.

What is the lark? It is a small bird which sings very charmingly.

When does the lark sing most? Early in the morning while flying high in the air.

#### NIGHTINGALE.

What is the nightingale? It is a bird which sings

sweetly in the evening and night, when other birds are silent.

Where is it found? In England.

#### PARROT.

What can you tell me of the parrot? It is a very beautiful bird which cannot sing, but can be taught to speak words.

Where is it found? In warm climates, but is carried into other countries, and is esteemed a great curiosity.

#### CUCKOO.

What can you tell me of the cuckoo? It is a curious little bird which sings cuck-oo, cuck-oo.

What is there very singular in this bird? It does not make a nest for itself, as other birds, but seeks for another's nest, and when she has found one, she will eat the eggs, and lay her own in it, and leave them for the other bird to take care of.

Is that right? No; it is very naughty, and it would be very wicked for persons to rob and deceive in this manner.

What do people think when they hear the cuckoo in the spring? They think warm weather is coming.

#### THE SILKWORM.

Of what is our silk clothing made? The thread of the silkworm, which is woven into silk cloth, handkerchiefs and ribbons.

What is the silk worm? It is a large brown worm, which was first found in China.

On what tree was it found? The mulberry tree, which is the natural growth of that country.

Did the Chinese first learn to make the thread of the silkworm into cloth? They did, and kept the art of manufacturing silk concealed for many years.

How did they prevent others from learning it? They

made a law, that if any one should carry the silkworms to any other country, he should be put to death.

Who were first employed in manufacturing the silk? The queen and first ladies of the country.

How is silk made? The worms first spin the silk, hanging the thread about upon the leaves; then they wind themselves up in their own thread, and become little balls of silk. It takes the threads of a number of balls to make one large enough for use.

How do people remove the silk from the balls? They put several balls into warm water, then find the thread of each and put them together, and reel off the silk while they are rolling in the water.

What becomes of the worms? The warm water kills the worms of those which are wound; but in the balls which are not hurt, the worm changes to a white miller, and in a few days, is seen pushing its head out of the ball.

What does the miller do? It never eats anything, but lays several hundred eggs no larger than the head of a pin, and dies after a week or two.

Of what use are the eggs? The little worms come from them, to make more silk.

How long do the worms live before they spin their silk? Some live six weeks, and others only twenty days.

Can other worms be raised from their eggs the same year? They can, and two or three crops of silk are some times obtained in one season.

How were silkworms first carried to other countries? Two men who were Roman Catholic teachers, were sent to China to teach the people. Whilst they were there, they hid some of the seed of the mulberry, in the head of their canes, which were hollow. When they brought it to Constantinople, the emperor was much pleased and gave them rich presents; but when the mulberry trees had grown from the seed, they did not produce the silk worm as was expected; so they were obliged to go again to obtain the eggs of the worm.

What year of the Christian era was the manufacture of silk introduced into Europe by two monks? In the year 551.

## HISTORY OF THE BIBLE.

**WHAT** is the bible? A book, which contains the word of God.

How did we obtain the word of God? Holy men wrote it as God moved them by his spirit.

In what language was the bible first written? The Hebrew.

In what manner was it written? It was written upon tables of stone, parchment, and rolls of linen cloth.

When was the bible first printed on paper? The first bible was printed A. D. '1450' more than five thousand years after the creation of the world.

How is the word of God divided? Into testaments, books, chapters and verses.

How many testaments are there? There are two testaments, the Old, and New.

How many books are there in the Old Testament? Thirty-nine.

How many are there in the New? Twenty-seven.

What are the first five books of the Old Testament called? The Law, or the Pentateuch.

Who wrote them? Moses.

What are their names? Genesis, Exodus, Leviticus, Numbers, Deuteronomy.

What is next to these books, in the bible? The historical part.

How many books are there in the historical part of the bible? Twelve.

What are these books called? Joshua, Judges, Ruth, Samuel, Samuel, Kings, Kings, Chronicles, Chronicles, Ezra, Nehemiah, Esther.

By whom was this history written? The prophets.

What is next in the bible? That part which is called the holy writings.

How many books are there in this part of the bible? Five.

What are they? Job, Psalms, Proverbs, Ecclesiastes, Songs of Solomon.

Who wrote the Psalms? King David wrote the most of them.

What is king David called? The sweet psalmist of Israel.

Who wrote Proverbs, Ecclesiastes, and Songs of Solomon? King Solomon.

What is next to these books in the bible? The prophets.

How many are the books of the prophets? Seventeen.

Which are the books of the prophets? Isaiah, Jeremiah, Lamentations of Jeremiah, Ezekiel, Daniel, Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi.

Who wrote these books? Each book bears the name of the prophet who wrote it.

What is the first in the New Testament? The gospel.

In how many books is the gospel written? Four.

What are they? Matthew, Mark, Luke, John.

By whom were these books written? Each book is called by the name of the person who wrote it.

What is in the gospel? The life and death of Jesus Christ.

What is next in the New Testament? The Acts of the Apostles.

What does this book contain? It tells what Christ's apostles did after he was crucified.

Who wrote the Acts of the Apostles? It is supposed that Luke wrote it.

What is next in the New Testament? The epistles.

What are the epistles? They are letters written by the preachers of the gospel.

How many of these epistles did Paul write. Fourteen.

What are they called? Each epistle is called by the name of the people or person to whom it is addressed Romans, Corinthians, Corinthians, Galatians, Ephesians, Philippians, Colossians, Thessalonians, Thessalonians, Timothy, Timothy, Titus, Philemon, Hebrews.

What books are next? James, Peter, Peter, John, John, John, Jude.

Who wrote these? They were written by the persons whose names they bear.

What is next? The book of Revelation, which is the last book in the bible.

Who wrote this book? John the evangelist.

What does the book of Revelation contain? An account of Jesus Christ's telling John what he would do for his church from that time to the end of the world.

Where was John when Jesus appeared to him and told him these things? He was on an island called Patmos, in the Egean Sea.

Why was he there? The wicked Emperor Domitian, sent him there.

What is it called when wicked men afflict good people because they hate the good laws they teach? Persecution.

What shall be done to the person who adds anything to the bible? God shall add to him the punishments that are described in the bible.

What shall be done to a man, if he take away from the words of the bible? God shall take away his part out of the book of life, and out of the holy city, and out of the promises of the bible.

Is the bible the best of all books? It is; there is no book like it. It is a light shining in a dark place. It is able to make us wise unto salvation.

Is the bible printed in every language, so that the people of all nations may read it? It is not; it has been printed in many languages, and it is the resolution of good people to print it in every language, that all mankind may obtain a knowledge of it.

By whom is the bible translated into different languages? It has been done chiefly by missionaries.

How large a portion of the people of the earth have no bible?

Into how many different languages has the bible been translated? One hundred and fifty-three.

Are those nations most happy, where they have the bible to teach them how to live? They are. Our good laws, which preserve order and peace, are taken from the bible.

How do those nations live who have no bible? In ignorance and wickedness. They are cruel, they quarrel, and kill each other, and kill their children, and burn themselves to death. They are very unhappy.

HYMN

Holy bible, book divine,  
Precious treasure, thou art mine;  
Mine, to tell me whence I came,  
Mine, to teach me what I am.

Mine, to chide me when I rove,  
Mine, to show a Saviour's love.  
Mine art thou, to guide my youth,  
In the paths of love and truth.

Mine, to comfort in distress,  
If the Holy Spirit bless.  
Mine, to show when Jesus saves,  
Man can triumph o'er the grave.

Mine to tell of joys to come,  
And the sinner's dreadful doom.  
O thou precious book divine!  
Precious treasure, thou art mine

ANOTHER.

This is a precious book indeed,  
Happy the child that loves to read.  
'Tis God's own word which he has given,  
To show our souls the way to heaven.

It tells us how the world was made,  
And how good men the Lord obey'd;  
Here his commands are written too,  
To teach us what we ought to do.

It bids us from all sin to fly,  
Because it leads to misery,  
It tells of heaven, where angels dwell,  
And warns us to escape from hell.

But what still more our hearts should move,  
The bible tells of Jesus' love;  
This is its best, its pleasing theme,  
Let us rejoice in Jesus' name.



## SCRIPTURE HISTORY.

**THIS** subject, with the help of pictures, forms a most pleasing and important branch of infant school instruction.

The possession of the word of God, lays a strong obligation upon us to communicate its sacred truths to children. The history which God has given us of his creating the world, of his making man upon the earth, and of the wonders he has wrought from time to time, tending to develope his holy character, and most reasonable requisitions, is of such vast concern to us, that it is presumptuous to neglect it.

In this system we adopt the language of the inspired psalmist, and say, We will not hide them from our children, showing to the generation to come the praises of the Lord and his strength, and his wonderful works that he hath done. That the generation to come may know them, even the children which shall be born, who shall arise and declare them to their children, that they may set their hope in God; and not forget the works of God; but keep his commandments.

Some parents are quite delighted when their children can read a chapter in the bible, without any concern whether they understand a single sentence they read. True it is an attainment to be able to read; but unless some groundwork is laid to help them to understand what they read, the exercise of reading is of little use, and will soon become an unpleasant task.

Relate a bible story to a child, then let him read the same in the bible, and he will be delighted with the employment, and form a high estimation of that blessed book.

Thus a knowledge of many of the interesting facts contained in the bible, which are communicated by the help of colored pictures, with their explanations, will lead children not only to contemplate the wonderful works of God, but serve to lay a solid foundation for gaining an extensive knowledge of the scriptures.

THE CREATION.

Who made the world? God made the world and all things that are therein.

What things are there which God has made in this world? Water and land, rocks, mountains, hills and valleys, plants, flowers, trees and fruit, animals and men.

How many people did God make on the earth at first? One man and one woman.

What was the man called? Adam.

Where did God place them? In a beautiful garden called Eden.

In what part of the world was the garden of Eden? In Asia, near the river Euphrates.

What was in this beautiful garden? All kinds of pleasant fruit, and flowers, and trees, and rivers of water.

Were there not pretty animals and birds there also? All kinds of animals and birds that God made, came to Adam, and he gave them names.

Did God come into the garden and talk with those he had made? He did; he loved them because they were holy, and they loved God.

How long were they so happy in this garden? As long as they loved and obeyed God.

What did God command them? The Lord God commanded the man, saying, of every tree of the garden thou mayst freely eat; but of the tree of the knowledge of good and evil, thou shalt not eat of it; for in the day thou eatest of it thou shalt surely die.

And did they dare to eat the fruit of that tree? The serpent\* tempted the woman, and she ate of it, and gave it to Adam, and he ate of it.

What was that act? Disobedience to God.

What ought they to have done, when the serpent told them, that to eat of that fruit would make them wise, and that they should not die as God had said? They should have resisted him because he contradicted the God of truth; he was a liar from the beginning.

\* See Rev. 12: 9. and 20: 2.

What became of them then? God was displeased with them, and sent and drove them out of that pleasant garden, and they were ashamed and sorry.

Did God tell them what trouble would come upon them for their disobedience? He did; he said that they must now have pain and sickness, and that the ground should be cursed, and bring forth thorns and thistles, and that man must now work hard to get his bread, and eat it in sorrow while life should last.

What did God tell him should become of him then? He told him he should return unto the ground out of which he was taken; and said to him, for dust thou art, and unto dust shalt thou return.

Did God speak kindly to them after they disobeyed him? He did; and made clothes for them, and told them of the blessed Saviour, who should be born of a woman, and die for sinners, that they might be forgiven.

How long did Adam live? Nine hundred and thirty years.

Was that long enough for him to see the earth filled with people? It was.

What did Adam say his wife's name should be? Eve; because she was the mother of all living.

Which of Adam's children does the bible tell us of? Cain, Abel, Seth and Enos.

Adam and Eve in Eden lived,  
A garden sweet and fair;  
Their maker's presence they enjoyed,  
And every good was there.

One tree that in the garden stood,  
God bade them not to take;  
But oh! to eat the fruit they dared,  
And his commandment break.

Then did the Lord his angel send,  
And drove them from the place;  
Then sinful man in grief did spend,  
All his remaining days.

O let me never, never dare,  
To disobey the Lord,  
And even now my heart prepare,  
To learn his holy word.

CAIN AND ABEL.

Who were Cain and Abel? They were the first children who were born in this world, the sons of Adam and Eve.

What work were they employed in? Cain was a tiller of the ground, but Abel was a keeper of the sheep.

Did their parents teach them to worship God? They did; and Cain brought an offering to the Lord of the fruit of the ground; and Abel also brought an offering of the firstlings of his flock.

Did God accept their worship? God was well pleased with Abel's offering, because he had love to God in his heart; but God was not pleased with Cain, because his heart was full of bad passions.

What bad passions did he show? Pride, and envy, and anger.

What did Cain do, when God did not accept his offering? He was angry, and looked very sad and unhappy.

What did God say to him? Why are you angry, and so sad and unhappy? If you do well, you know you will be accepted; but if you do evil, you must be miserable. Abel will not hurt you; he is your younger brother, and will do as you wish him to do.

Did Cain obey God, and try to do well? He did not, but talked angrily to his brother.

What did Cain do afterwards, when they were in the field together? He rose up against Abel and killed him.

What did God say to Cain? He said, where is thy brother Abel? and Cain said, I know not; am I my brother's keeper?

What did God say when Cain told him such a lie? He said, What hast thou done? the voice of thy brother's blood crieth unto me from the ground.

What more did he say to him? Now art thou cursed from the earth, which hath opened her mouth to receive thy brother's blood; a fugitive and a vagabond shalt thou be on the earth.

Where did God send him? He sent him away from the worship of God, and away from all his friends, and he was afraid that every one he met would kill him.

What other son of Adam does the bible mention?  
Seth.

Which of Seth's sons does the bible tell us of? Enos.

Which of Enos's sons? Cainan.

Which of Cainan's sons? Mahaleel.

Which of Mahaleel's sons? Jared.

Which of Jared's sons? Enoch.

What does the bible tell us about Enoch? Enoch loved and served God, and God loved him and took him to heaven, to live in glory above; he did not die and lie in the grave.

Which of Enoch's sons does the bible tell us of?  
Methuselah.

How long did Methuselah live? 969 years.

Does the bible tell us of any one who lived longer than Methuselah? It does not, Methuselah is called the oldest man.

Which of Methuselah's sons does the bible tell us of?  
Lamech.

Which of Lamech's sons? Noah.

Does the bible tell us of all the people who lived in the world? It does not; the earth was soon filled with people, and they grew so very wicked, that God was displeased, and could take no delight in the people he had made.

What did God say? He said, I will destroy man whom I have created from the face of the earth, both man and beast, and the creeping thing, and the fowls of the air.

What did God tell Noah to do? He told him to build an ark to save himself and his children from a flood which he was about to bring upon the earth to destroy it.

What was the ark? A large vessel with rooms in it, made to sail on the water.

Why did God save Noah? Because he saw that he was a righteous man.

What did God command Noah to take with him into

the ark? His wife and children, and all kinds of animals, with food for them.

Did Noah do as God commanded him? He did; he built the ark and went into it; and God brought all the creatures, two of every sort, to Noah, and they went into the ark, and God shut them in, that the flood should not hurt them.

Did Noah take more than two of some kinds of animals? Of the clean animals God told him to take seven of a kind.

How many persons were there in the ark? Eight.

Who were they? Noah and his wife, and his three sons, Shem, Ham and Japhet, with their wives.

How old was Noah when he went into the Ark? 600 years.

Did God bring the flood of water? He did; he caused it to rain forty days and forty nights, and the water was upon the earth, and rose higher and higher, and covered the houses, the trees, and highest mountains. And all the people with every living thing died.

Did the ark sail upon the face of the water? The ark sailed upon the surface of the water, and the wicked were all drowned in the deep, so that there was no living creature in all the world, but Noah and those who were with him in the ark.

How long was Noah in the ark? One year and seventeen days.

When God began to dry up the water, so that the tops of the mountains were seen, what did Noah do? He opened the window and sent forth a raven, which flew away and did not return; then he sent out a dove; but she found so much water on the earth that she flew back again, and Noah took her into the ark.

Did Noah send her out again? After seven days he sent her out again and she flew back in the evening with an olive leaf in her mouth, to show Noah that the waters were gone.

What did Noah do when he came out of the ark? He offered a burnt offering and worshipped God.

Did his worship please God? It did; and the Lord said, I will not curse the ground for man's sake, nor kill every living thing, again.

**What did God promise Noah?** He promised that man should have seedtime and harvest, summer and winter, and day and night, as long as the earth remained.

**What is seedtime?** A time to plant such things as grow from the ground for our food.

**What is harvest?** A time to gather the fruits of the earth.

**To what did God refer us as a sign, that he would not again drown the earth with a flood?** He said when it should rain the bow would appear in the clouds that we may look upon it, and remember that God has promised never to drown the earth with a flood again.

**How will the earth be destroyed at last?** The earth and all that is therein shall be burned with fire.

**Did Noah's sons and their children soon become a numerous people?** They did; and their families spread all over the earth.

**What cities did they build?** Babylon and Nineveh.

**Did they begin to build a high tower?** Yes, they began to build a tower, and said the top of it should reach to heaven.

**Was God displeased with them?** He was, and made them speak different languages, so that they could not understand one another and could not work together.

**What was this tower called?** Babel, which means confusion.

**How many years did people live then?** About 400 years.

**How long did they live before the flood?** Almost 1000 years.

**Whose history do we find next in the bible?** Abraham's.

**How many generations were there from Noah to Abraham?** Nine.

**What was called a generation?** The time that one man lives, until his son comes to take his place.

#### ABRAHAM.

**What does the bible tell us about Abraham?** God called him to go away from his father's house to another

country, where he promised to give the land to his children, and make a great people of them, and bless them.

What is it to bless? To make happy.

What was the name of the country to which God called Abraham? Canaan.

Who came to Canaan with Abraham? Sarah, Abraham's wife, and Lot, his brother's son, with his children.

Had Abraham any children when he came to Canaan? He had not.

Who appeared to Abraham when he was ninety-nine years old? God appeared to him, and he bowed down upon his face before God.

What did God say to him? He told him to look toward the heaven and count the stars: If he was able to tell how many there were, then could he tell how many his children should be.

Did Abraham believe God? He did; he knew that he was a God of truth and would not lie.

What else did God tell Abraham? He told him his children should be left in a strange land, that they should be made to work hard, and should be afflicted 400 years.

What else did God tell him? He told him he would not leave his children there, but should punish the wicked nation that afflicted them, and bring them out to their own land again.

Did God make a covenant with Abraham? He did.

What was the covenant? A promise that he would be Abraham's God and the God of his children, on the condition that they would be his people, and love and obey him; and that in his seed all the nations of the earth should be blessed.

How is this promise now fulfilled? Jesus Christ was a descendant of Abraham, and all the nations of the earth are to be blessed in him.

What did God tell Abraham should be a seal of the covenant He made with him? God commanded that every male should be circumcised, and that every man child should be circumcised when he was eight days old.

Did God promise a child to Abraham? He did, and gave him a son.



What did he call his son, which God gave him? Isaac.

LOT.

Did Lot continue to live with Abraham? He did not, but went to Sodom.

Why did he go away from Abraham? Because their men strove about a well.

What did Abraham say? He said, let there be no strife between me and thee, and between my herdmen and thy herdmen, for we be brethren.

What did Abraham request Lot to do, to prevent strife? He told him, go away I pray thee from me; and told him to choose a place for himself first, and said, if you go to the left hand, then will I go to the right; and if you go to the right, then will I go to the left.

If brothers and sisters should do as Abraham did, would they ever quarrel? They would not.

Would it not be much better to give your brothers and sisters the first choice than to quarrel?

Why did Lot go to Sodom? Because it was a rich place, but the people of Sodom were very wicked.

Was it any trouble to Lot, to live with that wicked people? It was; he was vexed with their filthy conversation every day.

Was not God displeased with the people of Sodom and Gomorrah for their wickedness? He was; they were so wicked he could not suffer them to live any longer, and was about to destroy them.

Did Abraham know that God was going to destroy the city where Lot lived? He did; for the Lord said, Shall I hide from Abraham that thing which I do?

Did Abraham feel concerned for Lot? He did, and prayed to God for him and said, wilt thou also destroy the righteous with the wicked?

When Abraham asked God "if there be fifty righteous within the city; wilt thou destroy, and not spare the place for the fifty righteous that are in it? that be far from thee, to do after this manner, to slay the righteous with the wicked: shall not the Judge of all the

earth do right? What did the Lord say? He said, if I find in Sodom fifty righteous, then I will spare all the place for their sakes.

And when Abraham prayed again and said, now I have taken upon me to speak unto the Lord, though I am but dust and ashes. If there lack five of the fifty, wilt thou destroy the city for the lack of five? what did God say? He said, if I find there forty and five, I will not destroy it.

When he prayed again, and said if there are forty there? what was the answer? He said, I will not do it for forty's sake.

Then Abraham prayed and said, O let not the Lord be angry, and I will ask, if there shall thirty be found there? what did God say then? He said, I will not destroy it for thirty's sake.

When Abraham asked again—If there shall be twenty there? what was the answer? God said I will not destroy it for twenty's sake.

When Abraham prayed again, O let not the Lord be angry and I will speak but this once, if there shall be ten found there? what did the Lord say? I will not destroy it for ten's sake. Then Abraham returned to his house.

Who came to Lot's house in Sodom, that evening? Two angels.

What did Lot say to them? He bowed himself down before them, and asked them to come in, and tarry all night.

Did the people of Sodom behave very wickedly that night? They did; and were about to break the door of Lot's house, but the angels smote them with blindness, so that they could not find the door.

What did the angels say to Lot in the morning? They told him, to take all his children and bring them out of that place, because the wickedness was so great, God must destroy it.

Did not Lot's sons-in-law believe him when he told them the Lord was about to destroy the city, and they must go out of it? They did not believe him, and would not go out.

Were the angels obliged to hasten Lot? They were, and laid hold upon his hand, and upon the hand of his wife, and upon the hands of his two daughters, and led them out of the city.

What did the angels then say to them? Escape for thy life, look not behind thee—escape to the mountains, lest thou be consumed.

How did the Lord destroy those wicked cities? When the sun was up, the Lord rained upon Sodom and Gomorrah brimstone and fire, and consumed them with all the inhabitants.

When Abraham rose early that morning, and walked abroad, and looked towards Sodom and Gomorrah what did he see? He beheld, and lo! the smoke of that burning country was rising up as the smoke of a furnace.

Was Abraham happy? He was a happy man, because he loved and obeyed God.

Did Abraham love and bless his son Isaac? He did, and when he was old he made his servant promise to be faithful to his son.

#### STORY OF JOSEPH.

Who were Isaac's sons? Esau and Jacob.

What can you tell me about Jacob? Jacob was the father of Joseph.

Had he other sons? He had twelve sons; but Joseph was the one he loved most.

Why was Joseph loved? Because he was lovely; the fear and love of God were in him.

What did Jacob do for Joseph, that caused his brethren to hate him? He made him a coat of many colors, and when his brethren saw his father loved him most, they hated him, and could not speak peaceably to him.

What did Joseph dream? He dreamed that he and his brethren were binding sheaves together in the field, and that his brothers' sheaves bowed down to his sheaf. And he told it to his brethren, and they were very angry, and hated him the more for his dream.

What did they think he meant by such a dream? They thought he expected them to bow down to him,

and serve him.<sup>4</sup> And they said, will you indeed rule over us?

What is a dream? What we think of when we are asleep.

Do you ever dream?

When the sons of Jacob went away into the fields to take care of the sheep and cattle, who did Jacob send to see how they did? He sent Joseph; and when his brethren saw him coming they said, behold this dreamer cometh; let us kill him, and cast him into some pit; then we'll say, some evil beast has killed him, and we shall see what will become of his dreams?

Were all his brethren ready to kill him? No; Reuben, his eldest brother, said, let us not kill him, we can put him in a pit and let him die there;—intending to come and take him out, when his brethren were gone.

How did poor Joseph feel when his brethren were about to kill him? Joseph, in anguish, cried to them to let him go, but they would not hear him. They stripped off his coat of many colors and threw him into a pit.

What is a pit? A deep hole in the ground.

What did they do then? They sat down to eat, and while they were eating they looked and saw a company of men with their camels, going to Egypt.

What did Judah say then? He said, it can be no profit for us to kill our brother; come, let us sell him to these men; let us not kill him, for he is our brother.

Did they sell him? They drew him out of the pit and sold him for twenty pieces of silver.

What did they do with Joseph's coat of many colors? They tore it in pieces, and killed a kid and dipped it in the blood, then carried it home, and showed it to their father.

Why did they do this? To make their father think some wild beast had killed him.

What did they say to their father, when they showed him the coat? This have we found; do you know whether it is your son's coat?

Did their father know the coat? He knew it, and said, this is my son's coat; an evil beast hath killed him;

poor Joseph is no doubt torn in pieces; and he rent his clothes, and mourned for his son many days.

Did his children try to comfort him? All his sons and all his daughters rose up to comfort him, but he would not be comforted; for he said, I will go down into the grave unto my son mourning; thus his father wept for him.

#### JOSEPH IN EGYPT.

What did those men who bought Joseph, do with him? They carried him away to Egypt, and sold him to Potiphar.

Was God with Joseph in Egypt? He was; Joseph loved God, and would not be wicked, and God was with him, and took care of him.

What did Potiphar do for him? He made him overseer over his house; for he saw that the fear of God was in him.

What is an overseer? One who takes care, and tells the servants what to do.

Was Joseph faithful to Potiphar? He was, and God blessed Potiphar for Joseph's sake.

What was done to Joseph next? On a time when Potiphar came home, his wife told him a lie about Joseph, and made him think Joseph had done very wickedly.

What then? Potiphar was very angry with Joseph, and sent him to the prison and shut him in with the king's prisoners.

And was God with Joseph in the prison? He was; and the keeper of the prison made him overseer in the prison.

What did he do for the prisoners? He interpreted their dreams.

What induced them to tell Joseph their dream? When he came in to them one morning, he said, why do you look so sadly to-day? And they said, we have dreamed a dream, and there is no interpreter.

What did Joseph say? Interpretations belong to God; tell me your dream.

What did they tell him? The chief butler told him, he dreamed the king's cup was in his hand, and he pressed three bunches of grapes into it and made wine in the cup, and gave it to the king.

What did Joseph tell him his dream meant? He told him that in three days he should be let out of prison and stand before the king with his cup, to give him drink, as he used to do.

What did Joseph ask him to do, when he should be let out of prison? He told him to persuade the king to let him out also, for he said, I was stolen away from my own home and brought into Egypt, and I have done nothing here, that they should put me in this dungeon.

Was it done to the king's prisoners, as Joseph told them it should be? It was. The third day being the king's birth day, he took his prisoners out of the prison, and the chief butler he took to live with him again and give him his drink, but the baker was hanged as Joseph had told them he should be.

Did the butler remember to ask the king to take Joseph out of prison? No, he forgot him, and never told the king about him for two years.

#### JOSEPH BROUGHT TO PHARAOH

How came the chief butler to remember Joseph when he had not seen him for two years? The king dreamed a dream that troubled him, and he sent for all his wise men, and no one could tell him what his dream meant; then the butler began to think how Joseph told him the interpretation of his dream, in the prison.

When persons get out of trouble, should they remember such as are in trouble? They should, and help them; for we live to do good.

Did king Pharaoh send for Joseph to tell him what his dream meant? When the butler told Pharaoh that Joseph interpreted his dream, he sent for him and Joseph came and stood before Pharaoh.

What did Joseph say, when the king told him that he wanted him to interpret his dream? He said, it is not in me, God shall give Pharaoh an answer of peace.

What was Pharaoh's dream? Pharaoh dreamed he stood by a river, and he saw seven fine fat cows come up out of the river and eat grass in the meadow.

What more did he see? Then he saw seven poor, lean cows come up, and they ate up the fat cows, and and when they had eaten them, they were as poor and lean as before.

What more did he see? Then he saw in his dream seven good large ears of corn come up on one stalk; then seven poor thin ears came up, and ate the good ears.

What is corn? It is what grows for our bread.

What should we do, if God did not make the corn grow in the field? We should die of hunger.

When the corn does not grow in a land, and the people die of hunger, what is it called? A famine.

What did Joseph say to Pharaoh's dreams? He said both dreams meant the same. The seven good fat cows meant seven years, and the seven poor, lean cows, meant seven years; he said that God, in this dream, had showed Pharaoh what he was about to do.

And what did Joseph say God was about to do? He was going to make the corn grow good and large in all the land for seven years; and the next seven years the corn would not grow, and there would be a great famine through the land.

What do people do in time of a famine? They die of hunger; and some have been so wicked as to boil and eat their own children, because they had nothing else to eat.

What did Joseph tell Pharaoh it would be well to do? He told him to look out a wise and good man, and set him to gather the corn for seven years while it should grow in plenty, and lay it up till the famine came, so that the people would have bread and not die of hunger.

How did Pharaoh like what Joseph said? He was pleased, and said he could not find another man so good and wise as Joseph; so he set him over all the land of Egypt. He made him ruler in his house, and over all the people, and he took off his ring from his hand and put it on Joseph's hand, and dressed him in fine linen clothes, and put a gold chain about his neck,

What more did he do for him? He made him ride in the second chariot that he had, and the king's servants ran before Joseph and commanded the people to bow the knee to him. A few days before this, Joseph was shut up in a dungeon, where he had lived for many years, poor, and dirty; now you see what was done for him.

Did God cause Pharaoh to take Joseph out of prison? He did; because Joseph loved God, and God took care of him, and brought him out of trouble.

How old was Joseph when he was made ruler over all Egypt? Thirty years.

How much corn did Joseph gather in the seven years of plenty? He gathered corn as the sand of the sea.

Why was the corn he gathered like the sand of the sea? Because none can count the particles of sand, they are so many.

Did the seven years of famine come? They did; and all the people came to Joseph to buy corn.

**JOSEPH'S BRETHREN COME TO EGYPT TO BUY CORN.**

Was there a famine where Joseph's father and brothers lived? There was; and Jacob heard that there was corn in Egypt, and sent ten of his sons to buy corn of Joseph; but they did not know it was Joseph, and his brethren came and bowed down to the ground before him.

Which of his sons did Jacob keep at home? Benjamin.

Which son was Benjamin? Benjamin was one of his youngest sons, and Joseph was the other; they were both the sons of Rachel, whom Jacob loved.

Did Joseph know his brethren, when they came to him to buy corn? He did; but did not tell them who he was, he spoke roughly to them, and told them they were wicked men, and had come there to do mischief.

What did they say? They said, No my Lord, we are true men, we came to buy corn; we are all the sons of one man, who had twelve sons, and the youngest is with his father, and one is dead.

What more did Joseph say to his brethren? He told



them to send one of the brethren home after their youngest brother, and he would put the rest into prison, for they were bad men; and he put them all in prison three days.

What did he do the third day? He told them he feared God, and would do them no wrong; they might all go home but one, and carry corn to their families; and he would keep one in prison till they brought their youngest brother; then he should know they were true men and would not kill them.

Was it true that Joseph's brethren were wicked men? It was; they were guilty of murder, in their cruelty to Joseph, but it was not known, so they had not been punished for their wickedness.

Did they deserve to die? They did; and Joseph could now have put them all to death, if he had desired to slay them; for he was a ruler.

Did he wish to put them to death? No; he only wished to make them remember their sins and repent.

Did his treatment of them make them remember their sins? It did; and they said one to another, we are verily guilty concerning our brother, because we saw the anguish of his soul, when he begged of us to let him go, and we would not hear him; now God will punish us for it.

What did Reuben say? Did not I tell you, do not hurt the child? but you would not hear me; now we must all die for it; his blood is required of us.

What did Joseph do, when he heard them talk so, one to the other? He pitied them, and turned his face away and wept.

What did he do next? He took Simeon and bound him before their eyes, and sent the rest home to carry corn to their father, and told his men to put back into their sacks all the money which they paid for their corn.

#### JOSEPH'S BRETHREN RETURN TO THEIR FATHER.

How were Joseph's brethren affected when they found their money in their sacks? They were afraid.

What did their father say, when they went home and

told him all that befell them, and that the ruler had sent for their youngest brother, and also that they had found their money in their sacks? Jacob was troubled and said, you will take away all my children. Joseph is not, and Simeon is not; and now you will take Benjamin. All these things are against me.

And did he refuse to let him go? He said, my little son shall not go down with you; for his brother is dead, and he is left alone; and if mischief befall him, then will ye bring down my gray hairs with sorrow to the grave.

What did they do when they wanted more corn? Their father said to them, you must go again and buy us a little food.

What did they say? Judah said to his father, If you will let Benjamin go with us, we will go down and buy food, but if you will not let him go, we cannot go; for the ruler said to us, you shall not see my face, if you do not bring your youngest brother with you.

What did Jacob say? He said, why did you make me this trouble, by telling him you had another brother?

What did Judah say? He said, the ruler asked us, "Is your father alive? have you another brother?" Could we know he would tell us to bring our brother down.

What did he say more to his father? He said, send the lad with me and we will go and buy food, or we shall die with hunger; I will be surety for him. If I do not bring him back to you, then will I bear the blame forever.

What did his father say? He said, if I must let him go, do this; take of the best fruit and carry the man a present, a little balm, and a little honey, nuts and almonds, and take double money in your hand, and carry the money you found in your sacks, and take your brother and go.

Did Jacob pray for them when he sent them away? He did.

Should we always pray to God to take care of us when we go abroad? We should; for if he do not take care of us, we never shall return again.

**JOSEPH'S BRETHREN COME TO HIM THE SECOND TIME.**

What did Joseph do when he saw that Benjamin was come to him? He told his servants to bring them all to his house, and prepare a dinner for them.

Were Joseph's brethren afraid to go to his house? They were afraid, and told the steward; but he told them not to be afraid, and brought their brother Simeon out of prison, and brought water for them to wash.

Did they go into the house? They went in, and gave Joseph the present they brought for him, and bowed themselves to the earth before him.

What did Joseph say to them? He asked them if they were well, if their father was yet alive, and if he was well.

What did he say to Benjamin? He said, is this your younger brother of whom you spoke? God bless you, my son.

What did he do when he had spoken to his brother Benjamin? He made haste to find a place to weep, and went into his chamber and wept there.

Why did he weep when he spoke to Benjamin? Because he loved his younger brother, and because he had been separated from him a long time.

When he refrained from crying, and washed his face, and came in to his dinner, how did he seat them at the table? He seated the oldest first and then the next oldest, and so on to the youngest; and they wondered how he knew their ages.

How did he help them? He gave his brother Benjamin five times as much as he did to the rest.

Did he let them know that he was Joseph? He did not; but sent them away with their corn, and told his servant to put his silver cup in Benjamin's sack.

Did he mean to give Benjamin his silver cup? He did not; for when they had gone a little way, he sent his servant to ask them why they stole the ruler's cup.

What did they say? They said they had not stolen

anything. They told him to look into their sacks, and if any one of them had taken the cup, he should die.

What did they do, when they found the silver cup in Benjamin's sack? They were in great trouble, and rent their clothes, and all went back to Joseph's house, and bowed down before him.

What did Judah say? He said, what shall we say? how shall we speak? God hath found out our wickedness; and he told Joseph they would all be his servants.

What did Joseph say? He said he would punish none but Benjamin; the one who stole the cup, should be his servant, and the rest might go home.

*Teacher.* Then Judah came near to Joseph, and said, O my lord, let me speak to thee, and let not my lord be angry with me, for thou art even as Pharaoh. My lord asked us if we had a father, or a brother, and we said, we have a father, an old man, and he has a child of his old age, a little son, and his brother is dead, and he is left alone, and his father loves him. And thou saidst, bring him down that I may see him; and we said, the lad cannot leave his father, for if he should leave his father, his father would die; and thou saidst, except your youngest brother be with you, you shall see my face no more.

And when our father said to us, go again and buy us a little food, we said, we cannot go down. If our youngest brother be with us, then will we go down, for we may not see his face, except our youngest brother be with us. And our father said to us, you know my wife, whom I loved, bare me two sons, and one went out from me, and I said surely he is torn in pieces, and I have not seen him since; and if you take this one that is left, and do not bring him back, I shall die of sorrow.

Now if we go back, and the lad is not with us, when our father sees the lad is not with us, he will die. When we came, I said to my father, I will take care of the lad, and bring him back. If I do not bring him back, I will bear the blame forever. Now I pray thee let me be thy servant instead of the lad, and let the lad go back with his brothers; for how can I go to my father, if the lad be not with me, and see my father die of sorrow? How did

**Joseph feel when his brother told him this? He could not refrain from crying before them, and then he told them, I am Joseph your brother; and said, doth my father yet live? and he wept aloud.**

**But his brethren could not answer him, for they were troubled at the sight of Joseph their brother, because they had treated him so cruelly.**

**Did Joseph speak kindly to them now? He did; he said to them, come near to me. I am Joseph your brother, whom you sold into Egypt, do not be grieved or angry with yourselves because you sold me here, for God sent me here to save your lives, for there are yet five years of famine to come; and I have laid up corn to keep you and your children alive, or you would have died of hunger.**

**What did he tell them to do? He told them, make haste and go to my father, and say to him, thus saith your son Joseph; the Lord hath made me ruler over all Egypt; come down now and live with me.**

**Did Joseph invite them all, to come to Egypt, to live by him? He said, come, and you shall have the best of the land, and shall live near me, you and your children and your children's children.**

**Did he tell them again that he was certainly their brother? He said, your eyes see, that it is Joseph your brother, that speaks to you; and you shall tell my father all you have seen: and he fell upon his brother Benjamin's neck and wept, and Benjamin wept upon his neck, and he kissed all his brethren.**

**Did Joseph remember their cruelty to him any more? No; he forgave them and loved them, and told them he would take care of them, lest they come to poverty.**

**Must you forgive and love your brothers and sisters, when they hurt you? We must; for Jesus says, If our brethren offend us until seventy times seven, we must forgive them.**

#### JOSEPH SENDS FOR HIS FATHER.

**What did Pharaoh say, when he heard of Joseph's brethren and father? He told Joseph to send for them to come and live in Egypt.**

How was Jacob affected when his sons came home and told him that Joseph was yet alive, and that he was governor over all the land of Egypt? His heart fainted, and he could not believe them.

What did he say when he saw the wagons which Joseph sent to carry him? He said, it is enough; Joseph my son is yet alive; I will go and see him before I die.

When Jacob set out to go into Egypt, and had gone as far as Beersheba, what did he do? He worshipped God.

Did God speak to him? God spake to him in the visions of the night, and said, Jacob, Jacob; when Jacob answered, he said to him, I am God; fear not to go down into Egypt; for I will there make of thee a great nation. I will go down with thee into Egypt, and I will surely bring thee up again, and Joseph shall put his hand upon thine eyes.

How many were there of Jacob's family that went down with him into Egypt? Sixty-six.

When you count Jacob and Joseph with his two sons, how many were there of Jacob's family in Egypt? Seventy.

Did Joseph go to meet his father when he was coming into Egypt? Joseph went up in his chariot to meet his father, and he came to him, and fell on his neck, and wept on his neck a good while.

What did his father say? Now let me die; I want no more; since I have seen your face, and see that you are yet alive.

Did Joseph bring his father to see the king? He brought his father in and set him before Pharaoh; and Jacob blessed Pharaoh.

What did Pharaoh ask Jacob? He said to him, How old art thou? and Jacob told him, one hundred and thirty years; few and evil have the days of the years of my life been.

Why did he call his days few? Because his forefathers lived much longer.

Did Jacob's children and children's children live long in Egypt? They did; and became a great people.

Were they treated kindly after Joseph and Pha-

raoh were dead, and they had a king, that knew not Joseph? No; they were made to work very hard; and the king commanded that their children should be killed.

When those persons who were commanded did not obey the king, to kill the children, what other command did he give the people? He commanded them to cast all their infant-sons into the river.

Was that very cruel and wicked? It was; and God punished that wicked king afterwards.

How did God punish him? He caused him to be drowned in the mighty deep.

#### MOSES.

What did one woman do with her little son, to keep him from being cast into the river? She hid him three months in the house.

What did she do when she could no longer hide him? She made a little ark and put her babe in it, and hid it among the flags by the side of the river.

Whom did she set to watch the babe? His sister.

Did any one find it? Yes, the king's daughter came down to the river to wash, and she saw the ark, and sent her maid to fetch it; and when she had opened it, she saw the child, and it wept.

What did Pharaoh's daughter do? She pitied it, and said it was one of the Hebrews' children.

What did the babe's sister who was watching it, say to Pharaoh's daughter? She asked if she might go and get one of the Hebrew women to nurse it for her; and Pharaoh's daughter said, go; and she went and called her mother.

What did Pharaoh's daughter say to the child's mother? She said, take this child away and nurse it for me, and I will pay you; and the mother took the babe and nursed it, and the child grew, and she brought him to Pharaoh's daughter, and he became her son, and she called his name Moses.

When Moses grew up and became a man, did he worship the heathen gods? No; he feared and loved the

true God, and chose to suffer with God's people, rather than to live in wickedness in the king's house.

Did God hear the crying and prayers of his people, when the king of Egypt oppressed them? Yes; God heard their cries, he saw their affliction, and brought them out of Egypt with a mighty hand, and with an outstretched arm.

Whom did God send to bring his people out of Egypt? Moses.

Where was Moses then? In the land of Midian.

Why did he go away from Pharaoh's house? Because Pharaoh was going to kill him.

What had Moses done, that made Pharaoh wish to kill him? He went out and saw how cruelly his brethren, the Hebrews, were treated by the Egyptians, and when he saw an Egyptian smiting one of the Hebrews, he killed the Egyptian and hid him in the sand, but when he found that Pharaoh knew what he had done, and was going to kill him for it, he fled.

Where did Moses flee? He fled to the land of Midian and sat down by a well.

Whom did he see there? Seven daughters of the priest of Midian come to the well to draw water for their father's sheep.

What did Moses do for them when the shepherds troubled them, and drove away their sheep? He helped them, and watered their sheep.

What did the priest say to his daughters, when they returned home? How is it that you have come so soon to-day? and they told their father how Moses helped them, and watered their sheep for them.

What did he say then? He said, where is he? why have you left the man in the field? Call him that he may eat with us.

Did Moses go when they called him, and live with the priest? He did; and became his shepherd, and took care of his sheep, and married one of his daughters.



## INFANT SCHOOL MANUAL.

### MOSES CALLED OF GOD.

Was Moses taking care of the sheep when God appeared to him, to send him into Egypt? He was; and he led his flock to the distant part of the desert, and came to the mountain of God.

What did he see there? He saw a bright fire in a bush, and the bush burned with fire and was not consumed; and Moses said, I will now turn aside and see this great sight, why the bush is not burned.

And when the Lord saw that he turned aside, what did he say to him? God called to him out of the midst of the bush and said, Moses, Moses.

And when Moses answered, what did God say to him? He said, come not near, put off your shoes from your feet, for the place where you stand is holy ground.

What more did God say to him? He said, I am the God of thy father, the God of Abraham, the God of Isaac, and the God of Jacob.

When Moses heard God speak, what did he do? Moses hid his face, for he was afraid to look upon God.

What did God tell Moses? God said, I have seen the affliction of my people which are in Egypt, and have heard their crying, and I know their sorrows.

I am come down to deliver them from the hand of the Egyptians; and to bring them out of that land, into a good land, a large land, a land flowing with milk and honey.

What was the nation called, which God chose for his people? Hebrews.

Why were the Hebrews afterwards called Israelites? Because they descended from Jacob, whom God called Israel.

Who first governed the Hebrews, and made laws for them? Men who were called patriarchs; afterwards their rulers were called judges.

Why did they not have a king? Because God told them he would be their king.

Were they not happy to have God for their king? While they loved and obeyed God they were happy; but

when they became proud and wicked, they would have a king like other nations.

Did God give them a king? He sent Samuel to anoint Saul for their king.

Did Saul make the people happy? He did not; for he was a wicked king, and the Lord rejected him, and chose David to be king.

Who was David? He was a shepherd, the son of Jesse, a Bethlehemite.

Why was Jesse called a Bethlehemite? Because he lived in Bethlehem.

Why was Bethlehem called the city of David? Because David was born there.

Whom did God send to anoint David to be king? Samuel, the prophet and judge of Israel.

#### DAVID'S CONQUEST OVER GOLIATH.

How did David once show his wisdom and courage? By killing the great giant Goliath.

What did the giant Goliath do, that made it right for David to kill him? He came out to fight God's people and said he defied them.

Was it wicked for him to say so? It was very wicked; for if any one despises God's people, it is the same as despising God.

How came David to be in the army, if he was a shepherd? His father sent him to see if his brethren were well, and to carry them some bread and parched corn; and while he was talking with his brethren, Goliath the giant came up out of the camp of the Philistines.

What did the giant say? He said, I defy the armies of Israel this day. Give me a man that we may fight together; and the people were afraid and fled from him.

Why were the people afraid of the giant? Because he was a very great man, and was covered with brass, and had a very large spear, and a sword in his hand.

Was David afraid of the giant? He was not, and he said to Saul the king, let no man's heart fail because of him; I will go and fight this Philistine.

What did Saul say to David? He said, you are not

able to fight him; for you are a youth, and he is a man of war from his youth.

What did David tell Saul he had done? He told him that when he kept his father's sheep, there came a lion and a bear and took a lamb out of the flock, and he ran after him and smote him and took the lamb out of his mouth, and when the lion rose against him, he caught him by his beard and killed him.

Did he think he could kill the giant as he did the lion? He said he had killed both the lion and the bear, and he would kill this giant, because he had defied the armies of the living God. He said also, that God, who delivered him out of the paw of the lion, and out of the paw of the bear, would deliver him out of the hand of the giant.

Did the king give him leave to go? He said to him, go, and the Lord be with you.

What did David take with him to kill the giant? He chose him five smooth stones out of the brook and put them into a little bag which he had; and a sling, and a staff, were in his hand.

What did the giant say when he saw David? He despised him, because he was but a youth, and said, am I a dog, that you have come to fight me with a staff? Come to me and I will give your flesh to the birds of the air, and to the beasts of the field.

What did David say to the giant? He said to him you come to me with a sword, and with a spear, and with a shield, but I come to you in the name of the Lord of hosts, the God of the armies of Israel, whom you have defied; this day will the Lord deliver you into my hand, and I will smite you, and cut off your head,—that the earth may know that there is a God in Israel.

Can you tell me how David killed this great giant? When he saw him coming near, David ran towards him, and put his hand in his bag, and took out a stone and slang it, and hit the giant in his forehead, and the stone sunk into his forehead, and he fell upon his face to the ground. So David killed the giant, with a sling and a stone.

What did he do then? He took the giant's sword and cut off his head; for David had no sword of his own.

Who gave David so much wisdom and courage? God. Why did he give it to him? Because he looked to God for help, and God has promised to help all who trust in him.

How long was David king over God's people? Forty years.

Was he a wise and good king? He was, and God loved him and promised him great things.

#### SOLOMON'S VISION.

Who was the next king of Israel? Solomon, the son of David;—He was the wisest of all their kings, he had great riches, and built a magnificent temple at Jerusalem for the worship of God. When Solomon was first made king, he went to Gibeon to worship God, and the Lord appeared to him in a dream by night.

What did God say to him? God said to Solomon, ask what I shall give thee? What did Solomon ask for, when the most high God, Possessor of heaven and earth, told him to ask what he should give him?

Solomon said, I am but a little child, I know not how to go out or how to come in; give me therefore an understanding heart, to judge so great a people.

Was God pleased with Solomon's request? He was, because he did not ask for long life, or for riches, but he asked for wisdom.

What did God say to Solomon? He said, because thou hast asked for this thing, I have given thee a wise and understanding heart, so that there shall not be any among the kings like thee.

What else did God say he would give him? He said he would give him what he had not asked for, both riches and honor. And Solomon surpassed all the kings of the earth in riches and wisdom.

Did Solomon write proverbs and songs? He wrote three thousand proverbs, and his songs were a thousand and five.

Did he study the works of God? Solomon spake of trees, from the cedar tree that is in Lebanon, even unto the hyssop that springeth out of the wall.

Did he speak of the animals too? He spake of beasts, and of birds, and of creeping things, and of fishes, and there came people from all nations to hear the wisdom of Solomon.

Has God promised to give wisdom to all who ask it? He has.

Should we always be seeking for wisdom? We should, for we need wisdom every day—wisdom is better than gold.

What did God do with his people Israel, when they became wicked, and did not love and obey God? He left them to be corrected for their wickedness. How were they corrected? The king of Babylon came against them, and killed a great many, and took away all their precious things, and burned their beautiful temple and carried many of them to Babylon.

What did he do with them there? He made servants of them, and chose one whose name was Daniel, to serve him.

Was the king of Babylon pleased with Daniel? He was, because he saw an excellent spirit was in him.

#### DANIEL CAST INTO THE DEN OF LIONS.

King Darius set a hundred and twenty princes over his kingdom, and he set three presidents over the princes.

And who did he make the first of these three presidents? Daniel.

How did the presidents and princes feel towards Daniel? They envied him, because he was first.

What did envy lead them to? It led them to murder; for they tried to find some way to get Daniel killed.

Did they find any wickedness in him, to accuse him with? No; they could find no fault in him; so they went to the king, to get him to make a new law, which they knew Daniel would not obey.

What was this new law which they persuaded the king to make? The law was, that if any one should ask a favor of any god or man, besides the king, for thirty days, he should be cast into the lions' den.

Why would not Daniel obey this law? Because he

feared and served the living God, who is the giver of every good gift, and has commanded us to pray to him always. And this new law forbade him to pray.

How often did Daniel pray? Three times a day, he went into his chamber and kneeled upon his knees and prayed, and gave thanks to God.

Did he do the same after he knew the law was made, that he should not ask a favor of any god or man besides the king? He did; for he chose to be cast into the lions' den rather than neglect to pray to God.

How was the king affected, when the princes went and told him that Daniel did not obey the new law? He was sorry and displeased with himself that he had made such a law; for he loved Daniel, and labored till the going down of the sun to deliver him.

What did the king say to Daniel, when he had given them leave to put him in the den of lions? He said, the God whom you serve daily, he will deliver you.

What did the king do after they had put Daniel into the den? He sealed the stone which was laid on the mouth of the den; then went to his palace and fasted all night; for he could not sleep, or be comforted, with any thing, because he had put Daniel in the lions' den.

What did he do in the morning? He arose very early and went in haste to the den of lions; and when he came to the den, he cried with a lamentable voice unto Daniel, and said, O Daniel, servant of the living God, is thy God whom thou servest, able to deliver thee from the lions?

What pleasant sound did the king now hear in that dark and dismal den? He heard the voice of Daniel, saying, O king, live forever; my God hath sent his angel and hath shut the lions' mouths, and they have not hurt me.

What did the king do then? He commanded, and they took Daniel up out of the den, and no manner of hurt was found upon him, because he believed in his God.

What did the king do with those princes, that accused Daniel? He commanded, and they brought those wicked men who caused Daniel to be put in the den, and

they cast them into the den of lions, with their wives and their children; and the lions brake all their bones in pieces, before they came to the bottom of the den.

#### JONAH.

Who was Jonah? A prophet of the Lord.

Why was he brought into trouble? Because he disobeyed God.

What had God told him to do? He told him to go to Nineveh, a wicked city, and tell the people that God was going to destroy them for their great wickedness.

Why did he not go and obey God? He thought that when they should hear that they were soon to be destroyed for their wickedness, they would repent and pray to God; and he knew that God would forgive, and not destroy them, if they repented.

And was not Jonah willing that the people of that great city should repent and be saved? He thought more about himself, than he did about them, and was afraid they would think he was a false prophet, and had told them a lie.

Did Jonah set out to flee from the presence of God? He did, and went to Joppa by the sea, and found a ship ready to sail to Tarshish; so he paid his passage, and got into the ship, to sail over the great water.

Did he soon find that he could not flee away from God? He did; for God sent a great tempest upon that sea, and the ship was like to be broken, and all who were in it drowned in the deep.

Where was Jonah when the tempest came? He was lying down in the side of the ship, fast asleep.

What did the sailors say to him, when they saw he was asleep? They said, what meanest thou, O sleeper; arise, and call upon thy God, if so be that God will think upon us, that we perish not.

What did they next enquire about? They tried to find out which of those in the ship had been so wicked as to provoke God to send such a terrible tempest upon them.

What did they do, that they might find out the one

who was guilty? They cast lots; and the lot fell upon Jonah.

What did they then say to Jonah? They asked him to tell them what he had done, and what his business was, and where he came from, and to what people he belonged.

What did Jonah say? He told them all the truth, and told them that he feared the God of heaven, who made the sea and the dry land.

What did Jonah say, when they asked him why he had done this, and what they should do to him, that the sea might be calm? for they were in great fear. He said, take me up, and cast me into the sea, and then it shall be calm; for I know that for my sake this great tempest is upon you.

Were the sailors willing to cast Jonah into the sea? No; they were afraid to do it, and tried hard to get the ship to land; but they could not, for the sea rose, and the tempest raged against them.

What did they do, when they found they must throw Jonah into the water? They prayed that they might not be found guilty of murder, and that God would not punish them for casting Jonah into the water.

What did they then? They took up Jonah and cast him into the sea, and the sea ceased from her raging. Then the men feared and praised the Lord.

Was Jonah drowned in the deep? He was not; for God sent a great fish to swallow him, and keep him alive three days and three nights.

What did Jonah do now? He cried and prayed to the Lord, and said, I cried by reason of mine affliction unto the Lord, and he heard me;—When my soul fainted in me, I remembered the Lord, and my prayer came unto thee.—Salvation is of the Lord.

What did the Lord do when Jonah prayed? He spake to the fish, and it vomited out Jonah upon the dry land.

What did Jonah do, when God told him again, to go to Nineveh, that great city, and tell them, what he bid him? He went; and as he began to enter into the city,



he cried and said, Yet forty days and Nineveh shall be overthrown.

What did the people do when they heard him? They believed it was the word of God, and were afraid; and the king of Nineveh rose from his throne, and took off his royal robes, and put on sackcloth, and said, let neither man nor beast, herd nor flock, taste anything, let them not feed, nor drink water; let all cry mightily unto God, yea, let them turn every one from his evil way. Who can tell if God will turn away from his fierce anger, that we perish not.

When God heard their prayers and saw their works, what did he do? He turned away the evil he had thought to do unto them, and he did it not.

#### NEBUCHADNEZZAR'S GOLDEN IMAGE.

Did the people of God worship and serve him while they were held captive in Babylon? They did; and trusted in him to defend them from that wicked people; and God was near to them and helped them in their distress.

When Nebuchadnezzar set up a vast image of gold, which was more than one hundred feet in height, whom did he send for, to come and worship the image? All the officers, and rulers of the country.

When they came together, who gave out the king's command to them? A herald.

Who is a herald? An officer who carries messages for the king.

What did the herald say? He cried aloud, and said, To you it is commanded, O people and nations, that at what time you hear the sound of the cornet, flute, harp, sackbut, psaltery, dulcimer, and all kinds of music, ye fall down and worship the golden image that Nebuchadnezzar the king hath set up. And whoso falleth not down and worshippeth, shall the same hour be cast into a burning fiery furnace.

Did any one dare to disobey the king, and refuse to worship the image? There were three of the officers, which were the people of God; and they could not do so

wickedly as to worship the image; for it would be disobeying God's holy commandment.

What did the king do, when it was told him they would not worship the image? He was very angry, and commanded them to be brought to him.

What did he say to them? He told them if they would now worship the golden image which he had made, it should be well; but if they would not, they should be cast that same hour into a burning fiery furnace; and he blasphemously demanded, Who is that God that shall deliver you out of my hands?

What did they say? They trusted in God and said, Our God, whom we serve, is able, and will deliver us out of thine hand, O king.—Be it known unto thee, O king, that we will not serve thy gods, nor worship the golden image which thou hast set up.

How was the king affected with this? He was full of fury, and looked upon them with anger, and commanded the furnace to be heated seven times hotter than it was usually heated.

When these three men were bound and cast into the furnace, what became of the men that put them in? The furnace was so exceedingly hot they were burned in the flame and died.

When the king came and looked into the furnace, how was he affected? He was astonished, and rose up in haste, and said, did not we cast three men bound into the midst of the fire?

When they told him it was so, what did he say? Lo, I see four men loose, walking in the midst of the fire, and they are not hurt, and the fourth is like the Son of God.

Did the king then call them out of the fire? He did, and said, ye servants of the most high God, come forth, come here.

When they came forth from the midst of the fire, and the king and all the rulers and officers saw that the fire had not hurt them, and not even a hair of their head was singed, what did king Nebuchadnezzar say? He said, blessed be the God of Shadrach, Meshach, and Abednego, who hath delivered his servants who trusted in

him, and would rather give their bodies to be burned, than worship any god except their own God.

What did king Nebuchadnezzar say should be done to every one that should speak a word against their God? He said they should be cut in pieces, and their houses be made a dunghill; because that no other God could deliver in this manner.

What should you be afraid of, dear children? We should be afraid to be wicked.

If you are afraid to be wicked, need you fear anything else? We need not; for the Lord loveth the righteous and delivereth them from all trouble.

#### QUESTIONS PREPARED FOR PICTURES NOW IN USE.

##### JOHN THE BAPTIST.

What does this picture represent? John the Baptist.

Why was he called the Baptist? Because he baptized the people.

Who were his parents? Zacharias and Elisabeth; his father was a priest, and his mother descended from the family of priests.

Whom did the family of the priests descend from? Aaron, the brother of Moses, of the tribe of Levi.

Did John's parents love and serve the Lord? They were both righteous before God, walking in all the commandments and ordinances of the Lord blameless.

Were they old people? They were, and had no child until John was given to them.

Did God promise to give them this child? An angel appeared to Zacharias while he was worshipping God in the temple, and told him his prayers were heard, and that his wife Elisabeth should have a son, and that they should call his name John.

What more did the angel say to him? He said to him, Ye shall have joy and gladness, and many shall rejoice at the birth of the child. For he shall be great in the sight of the Lord, and many of the children of Israel shall be turn to the Lord their God.

When Zacharias did not believe the angel, and asked

him how he should know it would be as he said, what did the angel say? He said, I am Gabriel that stand in the presence of God and am sent to speak unto thee, and to show thee these glad tidings, and behold thou shalt be dumb and not able to speak until the day that these things shall be performed.

Why was Zacharias caused to be dumb? Because he did not believe what the angel told him.

Was he ever able to speak again? After the child was given to them, and his mother said he should be called John, they asked his father what he would have him called; he asked for a writing table and wrote, his name is John; then his tongue was loosed, and he spake and praised God.

What did he say to his son? Thou, child, shalt be called the prophet of the Highest, for thou shalt go before the face of the Lord to prepare his ways.

Who is the Lord? Jesus Christ.

How was John going before Christ to prepare his way? He was to begin to preach before Christ did, and teach the people to repent of their sins.

What is said next of this child? He grew and waxed strong in spirit, and was in the deserts until his showing unto Israel.

What was his clothing and his meat? His clothing was camels' hair, and he was girt about with a leathern girdle, and his meat was locusts and wild honey.

When he came into all the country about Jordan preaching, what did he say? Repent ye, for the kingdom of heaven is at hand.

Who went out to hear him preach? The people of Jerusalem, and all Judea, and all the region round about Jordan, and they were baptized of him in Jordan confessing their sins.

Can you tell me anything more which he said to the people? He said the axe was ready, and every tree which did not bear good fruit, should be hewn down, and cast into the fire.

What did he mean by trees which did not bear good fruit? He meant people who do no good, but do evil.

When the people asked him, What shall we do then,

what did he tell them? He that hath two coats, let him give to him that hath none, and he that hath meat, let him do likewise.

When the publicans said to him, Master, what shall we do? what did he say to them? Exact no more than that which is appointed you.

Who were the publicans? Men who gathered money of the people to pay to the rulers, and sometimes took money for themselves, which was not due to them.

When the soldiers demanded of him, saying, What shall we do? what did he say to them? Do violence to no man, neither accuse any falsely, and be content with your wages.

Who were the soldiers? Men prepared to fight when an enemy comes to hurt the people.

Did John reprove king Herod for his sins? He did, for Herod was a wicked man and had taken away Herodias, his brother Philip's wife, and John told him it was not right.

Was Herodias a wicked woman? She was, and she was very angry with John, and wanted to kill him, but she could not, because Herod was afraid to have him killed, for he knew he was a good man, and had done nothing worthy of death.

What did Herod do to him? He shut him up in the prison.

How did Herodias induce Herod to kill John after he was shut up in the prison? Herodias' daughter went in and danced before Herod and pleased him, so that he told her he would give her what she would ask for; and her mother told her to ask for the head of John the Baptist.

Was Herod willing to cut off his head and give it to her? He was sorry to hear her request, for he knew it would be wrong to kill such a good man; but he sent men who cut off his head and brought it in a charger to Herodias' daughter, and she presented the bleeding head of this good man to her mother.

What did they do with his body? The disciples took up his body and buried it, and went and told Jesus.

THE NATIVITY OF CHRIST.

Whom does this picture represent? Joseph and Mary with the child Jesus.

Was Jesus once an infant? He was, and many people came to see the infant Saviour and to worship him.

How did they know that this babe was the Saviour? Angels were sent from heaven to some shepherds who were watching their flocks by night, to tell them the Saviour was born.

When the angel of the Lord came to them, and the glory of the Lord shone around them, how did they feel? They were afraid.

What did the angel say to them? Fear not, behold I bring you good tidings of great joy, which shall be to all people, for unto you is born this day a Saviour, who is Christ the Lord.

Did the angel tell them where they should find the Saviour? He told them that he was in Bethlehem, and there they should find him, wrapped in swaddling clothes lying in a manger.

Did many more angels appear at this time? Suddenly there was with the angel a multitude of the heavenly host, praising God, and saying, glory to God in the highest, and on earth peace, good will towards men.

When the angels had returned to heaven, what did the shepherds say? They said, Let us now go even to Bethlehem and see this thing which is come to pass, which the Lord hath made known to us.

Did they go immediately? They came with haste, and found Mary and Joseph and the babe lying in the manger.

Did these shepherds rejoice, and tell others what they had seen? They did, and returned glorifying and praising God.

Who came into the temple to see the child Jesus, when his parents brought him in to present him to the Lord? Simeon.

How did he know where to find him? God had told

him he should not die, until he had seen Jesus, and as he was waiting to see him, the spirit directed him to come into the temple.

What did he do when he had found the infant Saviour? He took him up in his arms and blessed God and said, Now lettest thou thy servant depart in peace, for mine eyes have seen thy salvation.

What other person came in and found him in the temple? Anna the prophetess.

Who was Anna? She was a widow of a great age, who served God with fastings and prayers night and day.

What did she do when she saw the child? She gave thanks unto the Lord, and spake of him to others.

What other persons came a great distance to see the infant Saviour? Wise men from the east.

How did they know the Saviour had come into the world? God made it known to them by a star which appeared in the east.

How did they know which way to go to find Jesus? God caused the star to go before them, and show them the way—until it came and stood where the young child was.

Were they delighted to see the star? When they saw the star they rejoiced with exceeding joy.

Did the wise men go to Herod first to inquire for the child? They did, and he was very much troubled to hear that a child was born who was to be king of the Jews.

What did he say to the wise men? Go and search for the child, and when thou hast found him, bring me word that I may come and worship him also.

Did Herod wish to worship the child as he said? He did not; he only wished to destroy him through fear that he would take his place as king.

What did the wise men do, when they found the young child with Mary his mother? They fell down and worshipped him—and presented unto him gifts, gold, frankincense and myrrh.

Did they return to Herod and tell him where they found the child? They did not, for God told them in a

dream they must not return to Herod, so they went to their own country another way.

**FLIGHT INTO EGYPT.**

Whom do these represent? Joseph and Mary with the child Jesus going into Egypt.

Why did they go into Egypt? The angel of the Lord appeared to Joseph in a dream and said to him, arise, take the young child and his mother and flee into Egypt—for Herod will seek the young child to destroy him.

How did Herod seek to destroy the child? When he saw the wise men had not done as he requested them, but had gone home another way, he was exceeding angry, and sent forth and slew all the children that were in Bethlehem—from two years old and under.

What did the prophet Jeremiah say of this event? In Rama was there a voice heard, lamentation, and weeping, and great mourning; Rachel weeping for her children, and would not be comforted, because they are not.

Was Rachel buried in that country? She was buried between Rama and Bethlehem.

Were these infants, who were so cruelly murdered, her children? They were her descendants.

When did Joseph and Mary return with their babe from Egypt? When Herod was dead, the angel of the Lord appeared to Joseph again, and told him to return to the land of Israel.

How did Herod die? The cruel Herod was seized with so loathsome a disease, that the worms fed upon him before he died.

**JESUS TEMPTED.\***

Who does this picture represent? The devil tempting Jesus.

How did he tempt him? Jesus had been in the wilderness forty days and had eaten nothing in all that time—then the devil said to him, if thou be the Son of God, command these stones that they be made bread.

\* See Matt. iv. 1 to 12.



How did Jesus answer him? Man shall not live by bread alone, but by every word of God.

What do you understand by this? That bread feeds only our bodies; we must have the word of God to feed our souls.

Did king David delight more to feed his soul than his body? He said, the word of God was sweeter than honey to his taste, that he loved it more than his food.

Does the devil tempt people to do wickedly? He does. He goes about, seeking whom he may destroy.

What direction does God give us in his word how to avoid him? Draw nigh to God and he will draw nigh to you. Resist the devil and he will flee from you.

#### JESUS BLESSING LITTLE CHILDREN.

What does this picture represent? Jesus Christ blessing the little children.

What did the disciples do, when they saw persons bringing little children to Christ, that he might touch them? They rebuked those who brought them.

What did Jesus say? He was displeased with his disciples and said, suffer little children to come unto me, and forbid them not, for of such is the kingdom of God.

What more did he say of the children? Verily I say unto you, whosoever shall not receive the kingdom of God as a little child, he shall not enter therein.

What children do receive the kingdom of God? Those who choose to love and serve the Lord.

What did Jesus do for the little children which were brought to him? He took them up in his arms, put his hands upon them and blessed them.

What is it to bless? It is to make happy.

Did Jesus have more love for the little children than the disciples had? He had, and he has more love than our parents have.

Does Jesus love little children now? He does, and calls them to come to him; and all who come to him with faith and love, he will bless and make happy.

JESUS PREACHING.

Did Jesus Christ preach to the people? He did, and told them all that they must do to please God, and be happy here, and forever.

What did some say who heard him? Never man spake like this man.

Where did he preach? He spake openly to the world, in the synagogue, and in the temple.

Did Jesus once preach on the Mount of Olives, and bless the people who loved and served the Lord? He did.

What are those blessings called? Beatitudes.

How many beatitudes are there? Eight.

What is the first? Blessed are the poor in spirit, for theirs is the kingdom of heaven.

What is it to be poor in spirit? It is to feel that we are sinners, and hope for salvation only through the mercy of God in Christ.

What is the promise to the poor in spirit? They shall be happy in heaven.

What is the second beatitude? Blessed are they that mourn, for they shall be comforted.

What is it to mourn? To be very sorry, or deeply grieved.

What mourners shall be comforted? Such as mourn for the sin that is in themselves and in others.

How shall such be comforted? They shall have their sorrow turned to joy, through hope of salvation.

What is the third beatitude? Blessed are the meek, for they shall inherit the earth.

What is it to be meek? It is to bear ill treatment, without anger or revenge.

What is the promise to the meek? Though the wicked hate and persecute them, God will take care of them and give them all they need.

What is the fourth beatitude? Blessed are they which do hunger and thirst after righteousness, for they shall be filled.

What is it to hunger and thirst after righteousness? It

is wishing to be holy that we may serve God without sin.

What is the promise to such? They shall be filled with all the fulness of God.

What is the fifth beatitude? Blessed are the merciful, for they shall obtain mercy.

What is it to be merciful? To be good and helpful to all, even to the wicked.

What is the promise to the merciful? God will show mercy to them.

Do we all need God's mercy? Yes, we should perish without it.

What is the sixth beatitude? Blessed are the pure in heart, for they shall see God.

What is it to be pure in heart? It is to love God, and banish all wicked thoughts and passions.

What is the promise to such? They shall see the beauty and glory of God.

What is the seventh beatitude? Blessed are the peacemakers, for they shall be called the children of God.

What is it to be a peacemaker? It is never to disturb or afflict any one, and never to quarrel, but to persuade those who are quarrelling to be quiet, and live in peace.

What did Christ promise to such? God will own them for his dear children.

What is the eighth beatitude? Blessed are they which are persecuted for righteousness' sake, for theirs is the kingdom of heaven.

When are persons persecuted for righteousness' sake? When good people are hated, and afflicted by the wicked, who do not love what is good and holy. The wicked Jews persecuted Christ, when they hated him, because his holy conduct made them feel guilty and ashamed. They also persecuted him when they afflicted him and put him to death.

What did Christ promise to such as are persecuted for righteousness? They shall be forever happy in heaven. Though the wicked afflict them here, they cannot keep them from heaven. Even when they are try-

ing to keep them from all good, they are helping them to glory.

Come, children, sing the song,  
Jesus to bless us came,  
Come every child and use your tongue,  
To praise his blessed name.

Sing of his dying love,  
Sing of his rising power,  
Sing how he blesses with his love,  
And how our sins he bore.

Sing, till we feel our heart  
Arising with our voice,  
Sing, till the love of sin depart,  
And Jesus is our choice.

Soon shall we hear him say,  
Ye blessed children, come,  
Soon will he call our souls away,  
And take us to his home.

Soon shall our happy tongues,  
His endless praise proclaim,  
And sweeter voices tune the song,  
Jesus to bless us came.

#### JACOB'S WELL.

What does this picture represent? Jacob's well.

Who is that sitting by it? Jesus Christ.

Why did he sit there? As he was going through Samaria to Galilee he was wearied with his journey and sat down by the well to rest.

Who came to the well at this time? A woman of Samaria came to the well to draw water.

What did Jesus say to her? He asked her to give him some water to drink.

What did Jesus say when she refused to give him drink? He told her, if she knew what God could give, and who it was that asked her for drink, she would have asked of him, and he would have given her living water.

Did the woman know what he meant? She did not—

she said, the well is deep and you have nothing to draw with—how then can you get this living water? can you get any better water than what is in this well which Jacob gave us?

Did Jesus tell her any more about this living water? He told her if any one drank the water out of that well he would thirst again; but those who drink the water that he should give them should never thirst.

What did he say that this living water should be in them? He said it should be in them a well of living water, springing up unto everlasting life.

Did she ask Jesus to give her some of this living water? She asked for some of this water that would keep her from thirsting, that she need not come to the well to draw again.

What was this living water which Christ could give? The Holy Spirit.

Why is the Holy Spirit called water? Because water is the best drink, and as washing with water makes our bodies clean, so the Spirit of God washes away sin from our souls.

What is the thirst of which Jesus spake? Wishing for something to make us happy.

And will this Spirit that Christ gives make us happy? It will; we shall not wish for any other happiness,—when the Holy Spirit shows us Jesus who died for sinners, for he is the chiefest among ten thousands and altogether lovely, and in him does all fulness dwell.

Did this woman go and call her friends? She did, saying, come and see a man that told me all that ever I did in my life.

How had Jesus told her all things that ever she did? He told her of her sins, and she had sinned all her days.

Should sinners be invited to come to Christ? They should; for he is the only Saviour of sinners.

Did Jesus invite all sinners to partake of this living water? He did, in the last day, that great day of the feast, Jesus stood and cried, if any man thirst let him come unto me and drink.

THE RICH MAN.

Whom does this picture represent? A rich man.  
How came he by his riches? God caused his ground to bring forth plentifully.

Had he more fruits and goods than his barns would hold? He had, and said he would pull down his barns and build greater, that he might have where to store his goods.

What would he say then? He would then say to his soul, "Soul, take thine ease, eat, drink, and be merry, for thou hast much goods laid up for many years."

What did God say to him? Thou fool, this night thy soul shall be required of thee; then whose shall those things be?

Why was this rich man foolish? It was foolish to make such provision for his body which must die, and make no provision for his soul which will never die, and he was foolish to think riches would make him happy.

Was it wicked for the rich man to keep all which God gave him for his own use? It was, for it was disobeying God. He should have disposed of them for the good of others.

What will make people happy? Loving and praising God would make him happy in life, happy in death, and happy in heaven. Riches do not make people happy.

THE GOOD SAMARITAN.

What does this represent? A poor man who was going from Jerusalem to Jericho, but the thieves caught him, and stripped off his clothes, and wounded him, and left him half dead.

What did he do? He could do nothing, and would probably have died if somebody had not come to help him.

Who came first? A priest.

Did he help him? No; he turned away from him, and went the other side of the road.

Who came along next? A Levite.

Did he help him? No; he went on the other side, and left the poor man alone.

Who came along next? A Samaritan.

Did he do anything for the poor man? He did; he had compassion on him, and went to him, and bound up his wounds, pouring in oil and wine.

What more did the Samaritan do for him? He put him on his own horse, and carried him to an inn, and gave the landlord money, and told him to take good care of him and he would pay him for it.

Now, dear children, can you tell me which of these three, who passed along the road, did what was pleasing to God?

What did Christ teach us by this story? That doing good is serving God.

What is a thief?

What is a priest? A man who leads the worship of God.

Who is a Levite? A man who descended from Levi.

What is an inn?

What is a landlord?

#### JESUS WALKING ON THE WATER.

What does this represent? Jesus walking upon the water.

When did he walk upon the water? When his disciples went over the water in a ship, and he sent the people away, and was left alone.

What did he first do, when he was left alone? He went up into a mountain to pray and it was night.

What befell the disciples that went away in a ship? When the ship was in the midst of the sea, it was tossed with waves, for the wind was contrary.

Who came to them in this tempestuous night? Jesus came to them walking on the sea.

What did his disciples say when they saw him? They said it was a spirit, and cried out for fear.

How were their fears quieted? Jesus spake to them saying be of good cheer: It is I, be not afraid.

Did they know him when he spoke to them? They did, and were very glad to know it was Jesus.

What did Peter do? He was so rejoiced, he went to meet Christ on the water.

Could Peter walk on the water? He could when he believed, but when he saw the wind boisterous he was afraid and began to sink, and cried, "Lord, save me, or I perish."

Did Jesus help him? He did; and reproved him for his fears.

Shall we all perish if we do not cry to Jesus for help? We shall perish in our sins if Jesus does not save us.\*

#### TRANSFIGURATION.

Whom did Jesus take with him when he went into the mountain to pray? Peter and James and John.

How did he appear while he prayed? Very beautiful; his face did shine as the sun, and his raiment was white as the light.

Who came and talked with him? Moses and Elijah, who had long been in heaven, appeared in glory and spoke with Christ about his crucifixion.

Where were Peter, James and John? They were asleep, but they awoke and saw Christ's glory, and they saw Moses and Elijah.

How were they affected? They were so happy they desired to stay and build them houses there.

What next appeared to them? A cloud came upon them. And there came a voice out of the cloud saying, This is my beloved Son, hear ye him.

How were the disciples affected? They fell on their face and were sore afraid.

What did Jesus do for them? He came and touched them, and said Arise, be not afraid; and when they had lifted up their eyes they saw no man save Jesus only.

\* Acts iv. 12.



## CHRIST RIDING INTO JERUSALEM.

What is this? Jesus riding into Jerusalem.

Was this the manner in which he used to travel? It was not; he usually walked.

Was he sometimes tired with walking? He was.

When did Jesus ride? The last time he went up to Jerusalem.

How long was it before he was crucified? Five days.

What did he ride upon? A colt, the foal of an ass, on which never man rode.

Were the people very much pleased to see him at the time? They were.—A great multitude spread their clothes on the ground as a carpet for him to ride over.

What did others do? They cut down branches of the trees and laid them in the way.

What did the children do? They sung, "Hosanna, Blessed is he that cometh in the name of the Lord—Peace in heaven and glory in the highest."

What did Jesus do when he came near to Jerusalem? When he was come near, he beheld the city and wept over it.

What did the people in Jerusalem say, when they saw him come? They all ran and said, Who is this?

Who were displeased when they saw what was done, and heard the children praising in the temple? The chief priests and scribes.

What did Jesus say to them? Yea, have ye never read, "out of the mouths of babes and sucklings, thou hast perfected praise."

Who foretold this event? The prophet Zechariah.

What did he say? Rejoice greatly, O daughter of Zion, shout, O daughter of Jerusalem, behold thy King cometh unto thee—he is just, and having salvation; lowly, and riding upon an ass.

What did Jesus say when some of the pharisees requested him to rebuke the disciples? He said, I tell you if these should hold their peace, the stones would immediately cry out.

Bless him, who comes to sinful men,  
With peaceful news from heaven!  
Hosannas of the highest strain,  
To Christ the Lord be given!

Let children ne'er refuse to take  
Th' hosanna on their tongues;  
Lest rocks and stones should rise, and break  
Their silence into songs.

Glory, honor, praise and power,  
Be unto the Lamb forever;  
Jesus Christ is our Redeemer,  
Hallelujah! hallelujah! praise the Lord.

THE LORD'S SUPPER.

What does this picture represent? Jesus giving bread and wine to the apostles.

Who were the apostles? Twelve men whom Jesus chose to be with him.

What were their names? Andrew, Peter, James, John, Philip, Bartholomew, Thomas, Matthew, James son of Alphaeus, Thaddeus, Simon, Judas.

Why did Jesus give them bread and wine? To teach them how to give it to other disciples.

Why did Jesus wish them to give it to others? He commanded them to break the bread and give it to all who love Christ, that they may remember, how his precious body was broken, with the nails and the spear, on the cross.

He commanded them to pour out the wine and give it them to drink, that they may remember how Christ's blood was poured out of his dying body, and that he died to save us from our sins.

When did Christ give them the bread and wine? The evening before he was crucified.

Did he tell them all to eat and drink with him? He did; and said he should drink no more with them, till they sat down together in his Heavenly Father's kingdom.

When supper was ended what did Jesus do? He arose from supper, laid aside his garments and took a

towel and girded himself; he then poured water into a basin, and began to wash the disciples' feet, and to wipe them with the towel wherewith he was girded.

What did Peter say when Jesus came to him? Lord, dost thou wash my feet?—Thou shalt never wash my feet.

What did Jesus answer? If I wash thee not thou hast no part with me.

Was Peter willing Jesus should wash his feet when he said this to him? He was; and said, Lord, not ~~my~~ feet only, but my hands and my head.

When Jesus had washed their feet and put on his garments and was set down again, what did he say to them? He said, Ye call me Master and Lord, and ye say well, for so I am. If I then, your Lord and Master, have washed your feet, ye ought also to wash one another's feet.

What do you understand Jesus meant by directing us to wash one another's feet? He meant we should be willing to do anything to help and comfort each other.

#### JESUS BEARING HIS CROSS.

Whom does this picture represent? Jesus Christ.

What is that laid upon him, which seems enough to crush him to the ground? It is the cross on which he was to be crucified.

Were those wicked Jews so cruel as to make him carry that dreadful cross, on which he was going to be tortured to death? They were; and they mocked him also while he was dying on the cross.

How did they take Jesus to crucify him? Judas Iscariot, for thirty pieces of silver, agreed to tell them which was Jesus.

Where did they go to find him? To a garden where Jesus often went to pray, and Judas knew the place; there they found him with his disciples.

When Jesus saw a band of them coming with lanterns and torches and weapons, what did he do? He went to them and said, whom seek ye? They said, Jesus of Nazareth; and Jesus saith to them, I am he.

What did they do, when he said to them, I am he? They were afraid, and went backward, and fell to the ground.

When they came again, what did Jesus say to them? He asked them again, whom seek ye? they said, Jesus of Nazareth; and Jesus said, I have told you that I am he.

What did the band, the captains and officers of the Jews then do? They took Jesus and bound him and led him away to Annas first, and he sent him bound to Caiaphas the high priest.

When the high priest questioned Jesus about his preaching, what did he say? He said, I have spoken openly, why askest thou me? Ask them that heard me, they know what I have said.

What did the officers do then? One of them struck Jesus with his hand.

What did Jesus say? If I have spoken evil, bear witness of the evil, but if well why smitest thou me?

Did they keep him there through the night? They did; Jesus had no rest that night.

What became of Judas, who betrayed Jesus for thirty pieces of silver? When he saw Jesus was condemned, he was sorry, and brought again the thirty pieces of silver to the chief priests, saying, I have sinned, I have betrayed innocent blood.

What did the chief priests and elders say to him? They said, what is that to us? see thou to that.

What did Judas do then? He cast down the pieces of silver, in the temple, and went and hanged himself.

What did they do with Jesus in the morning? They went early and led him to the judgment hall—to Pilate the Roman governor.

What did Pilate do with him? He questioned the Jews of what he had done; he also questioned Jesus?

What did Pilate say after he had examined him? He told the Jews to take him away, for he had done nothing worthy of death, and he had found no fault in him.

What did the Jews say? They said he ought to die, because he made himself the Son of God.

What did Pilate do then? He was afraid when he heard

he called himself the Son of God, and he went again into the judgment hall, and saith to Jesus, whence art thou? but Jesus gave him no answer.

Did Pilate scourge Jesus? He did.

What did the soldiers do to him? They put on him a crown of thorns, and a purple robe, and mocked him, saying, hail, king of the Jews; and they struck him with their hands.

When Pilate brought him forth to the Jews, wearing the purple robe, and the crown of thorns, what did he say to them? Behold your king!

What did the Jews say? They cried out, crucify him—crucify him. Pilate saith to them, shall I crucify your king? They answered, we have no king but Cæsar.

Did Pilate the governor give them leave to crucify him, in whom he could find no fault at all? He did, and delivered him to them to be crucified.

What did the Jews do now? They took Jesus and led him away; and he, bearing his cross, went forth into a place called the place of a scull, where they crucified him, and two thieves with him.

Who followed him to the cross? A great company of people and of women who bewailed and lamented him.

What did Jesus say to them? Daughters of Jerusalem, weep not for me, but weep for yourselves and for your children.

What is it to crucify? It is to nail a person to a cross of wood, then set it up high in the air until he dies.

When Jesus was crucified, what did the earth do? The earth quaked.

What did the rocks do? They were rent, they were broken in pieces.

What did the graves do? They burst open, and many of the dead came out of them, and went into the holy city.

What did the vail of the temple do? The vail of the temple was rent apart from the top to the bottom.

What did the sun do? The sun concealed its light, and left darkness upon the earth, for three hours.

What did the centurion and other men who were

watching Jesus say? They feared greatly and said, truly this was the Son of God.

What was Mary, the mother of Jesus, and other women who loved him, doing, when he was crucified? They stood by the cross weeping.

What more did the soldiers do to Jesus? They pierced his side with a spear, and there came out blood and water.

Will those who crucified Jesus appear before him when he shall come in his glory, and all the holy angels with him? Behold, he cometh with clouds, and every eye shall see him, and they also which pierced him—shall wail because of him.

#### RESURRECTION.

Whom does this represent? Mary weeping at the sepulchre?

At what time did she go to the sepulchre? The first day of the week very early in the morning, before it was light.

What did she see? She saw the stone was rolled away from the sepulchre.

What did she do? She looked into the sepulchre, and when she saw not the body of Jesus, she ran and told her friends, They have taken away the Lord out of the sepulchre, and we know not where they have laid him.

Did others come to the sepulchre? They all came to the sepulchre and found the stone rolled away.

How was the stone rolled away, for it was very large? The angel of the Lord descended from heaven and came and rolled back the stone from the door and sat upon it.

How did that angel appear? His face was bright like lightning, and his clothes were white as snow.

Who were afraid of him? The keepers who were set to watch the sepulchre were so frightened, that they shook, and fell to the ground like dead men.

Did Jesus' friends see other angels? They saw a number of angels all clothed in white. They saw two in the sepulchre, one at the head, the other at the feet, where the body of Jesus lay.

What did the angels say to them? They said, "Why seek ye the living among the dead, he is not here, he is risen. Remember what he said unto you."

What had Jesus said to them? He had told them he must be delivered into the hands of wicked men and be crucified, and the third day rise again.

Did they all go home after this? They all went home but Mary; she stood by the sepulchre weeping; and stooping down, she saw the two angels in the sepulchre.

What did they say to her? They said, Woman, why weepest thou? And she said, because they have taken away my Lord, and I know not where they have laid him.

When she turned herself back, whom did she see? She saw Jesus, but she did not know it was Jesus.

What did he say to her? He said, Woman, why weepest thou? what seekest thou?

Who did she think he was? She thought he was the gardener, and said to him, Sir, if thou have borne him hence, tell me where thou hast laid him; and I will take him away.

When did she perceive that it was Jesus? When Jesus said to her, Mary, she knew it was Jesus, and said to him, Master.

What did Jesus say to her? Go to my brethren and say to them, I ascend unto my father and your father, and to my God and your God.

How long was Jesus seen before he ascended to heaven? Forty days.

Where was Jesus when he left his disciples and ascended to heaven? At Mount Olivet.

How did he ascend? When he had been teaching his disciples, they saw him taken up, and a cloud received him out of their sight.

While they stood looking as he went up, who came to them? Two angels clothed in white.

What did they say? Why stand ye gazing up into heaven? This same Jesus which is taken up from you into heaven, shall so come in like manner as ye have seen him go into heaven.

When will Christ come again? At the last day he shall come in the clouds of heaven with power and great glory, and all the holy angels with him.

Hark, the herald angels say,  
Christ the Lord is risen to-day.  
Love's redeeming work is done,  
The darkness gone, the glory won.

Angels, roll the rock away!  
Death yields up the mighty prey!  
See, the Saviour quits the tomb,  
Glowing with immortal bloom.

Vain the stone, the watch, the seal,  
Christ has burst the gates of hell;  
Lives again our glorious king?  
Where, O death, is now thy sting?

### LESSONS OF ANALYSIS.

JESUS looked and saw the rich casting their gifts into the treasury, he saw also a poor widow cast in two mites which make a farthing. And he said, Of a truth, I say unto you, that this poor widow hath cast in more than they all.

For all these rich have cast in of their abundance unto the offerings of God; but she of her poverty, hath cast in all the living that she had.

Who looked to see how the people cast into the treasury?

What is a treasury?

What did the rich cast in?

What did the poor widow cast in?

Which cast in the most?

How was it that she cast in more than they all, when they cast in large gifts, and she a small one?

Is it our duty to cast into the treasury of the Lord?

Does Jesus always see what we cast in?



Two women who lived in one house had each of them a babe. One night when they were all asleep, one of the women turned herself over upon her babe, which lay close by her in the bed, and killed it. When she awoke and found her little babe was dead, she went and took the other woman's child for her own, and laid her dead babe in its place, while the woman slept.

When the other woman awoke, she first thought her own babe was dead, but when she looked on it, she saw it was not her child. Then she carried it to the wicked woman who had taken her child, and desired her to let her have her own babe; but the wicked woman said, the living babe is mine, and the dead babe is yours; and the other said, no, the dead babe is yours, and the living babe is mine. Then they went to king Solomon and told him.

And when king Solomon saw how they both claimed the living child, he said, bring me a sword. And his servants brought him a sword. Then he said, cut the living child in two, and give half to one, and half to the other.

Then the mother of the living child spoke, for she was distressed lest they should kill her child, and said, O my lord, give her the living child, and by no means kill it. But the wicked woman said, no, let it be neither mine nor yours, but cut it in two. Then the king said, give her the living child who would not have it killed, for she is the mother.

How did the woman kill her babe?

When she awoke and saw her babe was dead what did she do?

What crime was that?

What crime did she commit next?

How did king Solomon discover which was the mother of the living child?

Do parents love their children?

Is the love of God to his children greater than that of parents? It is, for he says, Shall a mother forget her sucking child, and not pity her own son? Yea, they may forget, yet will not I forget thee. Like as a father

pitieth his children, so the Lord pitieth them that love him.

Which of God's holy commands, did the woman break who stole the child?

How did she break them?

Ahab, king of Israel, wanted Naboth's vineyard, which was near his palace. But Naboth would not sell it to him, because it was given to him by his father. Then Ahab became very sad, and laid himself down, and refused to eat. When Jezebel, Ahab's wife, saw his trouble, she sent men to kill Naboth, and then told the king he might have the vineyard, for Naboth was dead. Then Ahab arose and went down to take possession of it.

But God sent the prophet Elijah to him while he was in the vineyard. When Ahab saw him coming, he exclaimed, Hast thou found me, O mine enemy! and Elijah said, I have found thee, because thou hast done this evil in the sight of the Lord. Then Elijah told the king, that he and his wife were both to be destroyed for their wickedness, and said, in the place where dogs licked the blood of Naboth, shall dogs lick thy blood, even thine. He also told him that the dogs would eat Jezebel.

Of what sin was Ahab guilty?

What did he covet?

Why would not Naboth sell it to him?

Why was Ahab sad and unhappy? He was not contented and thankful for the good things which God had given him.

What wicked passion did Jezebel have in her heart?

To what did this wicked passion lead her?

Did Ahab's covetousness and Jezebel's pride and revenge make them unhappy?

When is the best time to subdue such evil passions?

Ahab served Baal, a false god, and he made a house and an altar for the worship of Baal in Samaria.

God was displeased with him for his wickedness, and sent the prophet Elijah to tell him that there should not be dew or rain for years. This dearth occasioned a great famine in the land.

During the famine, God sent Elijah to live by the brook Cherith.

God also sent ravens to carry him bread and flesh in the morning, and bread and flesh in the evening. So he ate the food which God sent him and drank water from the brook.

**Who was Ahab? King of Israel.**

**What are false gods? All who are called gods, besides the one, only living, and true God.**

**Why was God displeased with Ahab? Because he did not obey his holy command which says, Thou shalt worship the Lord thy God, and him only shalt thou serve.**

**What did God send to punish Ahab? A famine.**

**Did the famine punish all the people with Ahab? Many people suffered by the famine, but God took care of his people and fed them.**

**What occasioned the famine? There was no rain or dew to make the corn grow.**

**Will not things grow from the earth, if it does not rain on it? When there is no rain to soften the earth it becomes hard, and the grass and plants cannot grow.**

**What care did God take of Elijah during the famine? He sent the birds of the air to carry him food.**

The brook Cherith dried up because there was no rain; then God sent Elijah to Zarephath, and told him he should find a widow there who would sustain him. When he came to the gate of the city, he saw a woman gathering sticks; and he called to her and said, fetch me, I pray thee, a little water in a vessel, that I may drink. As she was going to fetch it, he called to her again and said, bring me, I pray thee, a morsel of bread in thine hand. And she said, I have no bread, I have nothing but a handful of meal in a barrel, and a little oil in a cruse; and see, I am gathering these sticks that I may go in and bake it for me and my son, that we may

eat it—and then we must die. Elijah said to her, fear not, go and do as thou hast said, but first make me a little cake, and bring it, then make for thyself and thy son. For God hath said, the barrel of meal shall not waste, neither shall the cruse of oil fail, until the day that he shall send rain upon the earth. And she went and did as Elijah told her; and she and her family ate many days, and the barrel of meal wasted not, neither did the cruse of oil fail, as the Lord had told Elijah.

Why did the brook Cherith dry up?

What care did God take for Elijah, when the brook was dried up?

What did she tell Elijah, when he first asked her for a morsel of bread?

What did he tell her?

Was she not afraid to give what little she had to Elijah, when she knew not of anything more than she could obtain for food?

How did God provide for her?

Is not God as able to provide for us, as he was for her?

What would have become of the poor widow and her son, if she had been afraid to give what she had to Elijah, and had disobeyed the command of God?

Are there some who will not give what God commands, lest they should want it themselves? There are; but God has not promised to provide for them.

#### FAITH.

What is faith? said a father to his little daughter as she sat playing with a string of beads. She could not tell. He then took the beads from her and threw them into the fire. She looked very sad, and was about to cry, but her father told her he would, by and by, fetch her a string of beads much prettier than those. Then she was pleased, and did not cry.

Why was this little girl going to cry? Because she had lost her beads,

**Why was she afterwards pleased?** Because she believed her father would do as he promised her he would.

**What is this believing called?** It is called faith.

**When we believe that God will do as he has promised in his word, what is it?** It is faith in God.

A little girl, when walking abroad, saw a poor woman sitting on the steps of a door with a child by her side who was crying for bread. When the little girl saw that the poor woman had no bread to give her child, she gave her all the money which she had saved to buy a new doll, and told her to buy bread with it for her hungry child.

**Who was walking abroad?**

**Whom did she see?**

**What feeling did she have for them?**

**What did compassion lead her to do?**

**What was that action?** Charity.

**What other duty did this little girl perform?** Self-denial.

**Of what did she deny herself?** A doll.

**Was it better for her to be without a doll than for the poor child to suffer hunger?** It was; for she could live without her toys, but the child could not live without food.

**What rule did she obey?** The golden rule.

John Smith was a boy that could work, and obtain money for his work; but he would not deny himself. When he saw anything that was pleasing to his taste he would spend his money to buy it. Sometimes he bought apples and oranges, and sometimes nuts, figs and raisins. When John Smith became an old man, and could not work, he had no money to buy his food and clothes. So now he might be seen clothed in dirty rags, sitting at the door of a poor hovel, gnawing bones which he had begged for his food.

**What could John Smith do when he was a boy?**

**What could he obtain for his work?**

**How did he spend his money?**

**What would he not do?**

What was he obliged to be denied when he became old? He was obliged to be denied everything that was good.

What house was he obliged to live in?

What was he obliged to wear?

What was he obliged to eat?

What could he have done, if he had denied himself when he was young? He could have had money to give to the poor, and to buy such things as he needed for his own comfort, in old age.

#### SPRING.

Which are the spring months?

How sweet the day, how fine and mild.

The hedges put forth their leaves,

The fruit trees are thick with blossoms,

And the woods look green any gay.

The field flowers spring up at our feet.

Hark! what music do we hear?

The sweet notes of the little birds.

What days do we have in spring? What do the hedges put forth? What are thick on the fruit trees? What look green and gay? What springs up at our feet? What do we hear?

#### SUMMER.

What are the summer months?

Now the high sun warms the earth.

The sheep and cows seek the cool shade.

The cherries are now red on the trees.

The flower garden is in its beauty.

The meadows are thick with high grass.

The mower whets his long scythe.

The sweet hay scents all the vale.

What warms the earth in summer? What seek the cool shade? What are red on the trees? What is in its

beauty? What are the meadows thick with? What does the mower whet? What scents all the vale?

#### AUTUMN.

Which are the autumnal months?

The trees are loaded with ripe fruit.

The yellow grain invites the reaper's hand.

The loaded team drives from the farm.

Large barns are filled with grain.

How varied are the trees in autumn.

They have all the shades of red, green, and yellow, to charm the eye before they fall away.

In autumn, what is on the fruit trees? What invites the reaper's hand? What drives from the farm? What are filled with grain? What colors have the trees in autumn? What do these colors do?

#### WINTER.

Which are the winter months?

The trees are now stripped of their leaves.

Winter's cold hand has bound the earth.

The rivers now feel his icy chain.

The boys slide upon the ice.

The snow and ice glitter in the sun.

Now we must have fire to keep us warm.

The cows must have hay, for the grass is covered with snow.

In winter, what are stripped from the trees? What has made the earth hard? What has covered the rivers? Who slide on the ice? What glitters in the sun? What must we have to keep us warm? Why must the cows have hay?

MORAL LESSONS.

Who made you? God.  
 What is God? A spirit.  
 What is a spirit? That which thinks, knows and loves  
 Have you a spirit? I have; my soul is a spirit and can  
 think when my eyes are shut and when my body is asleep.

Though I am young, I have a soul,  
 Can think and love and see,  
 And while eternal ages roll,  
 It will not, cannot die.

For it must soar to worlds on high,  
 Where happy spirits dwell,  
 Or buried with the wicked lie,  
 Low in the depths of hell.

God is an infinite spirit. He sees everything in this vast universe at once. He knows all things that have been done, and all things that ever will be done, and he knows the thoughts of the hearts of all men.

God is omnipotent, omnipresent, omniscient, eternal, holy, wise, just, good, true, merciful, unchangeable.

How is God infinite? He is so great he cannot be known.

How is God omnipotent? He is able to do all things. God can make worlds.

How is God omnipresent? He is everywhere. We cannot hide from God, for everywhere we go, God is there.

How is God omniscient? He knows all things that are done, or ever will be done, and he knows all our thoughts.

How is God eternal? He lives forever, he was before all things, and he never will die.

How is God holy? He thinks and does all that is right.

How is God wise? He knows the best way to do the most good, and does it.

How is God just? He gives to every one that which it is right he should have.



**How is God good?** He provides for the happiness of all his creatures.

**How is God true?** He tells us of things just as they are and shall be; all God's words are true.

**How is God merciful?** He does good to the wicked, and saves them, if they repent through Christ who died for them.

**How is God unchangeable?** He is the same God yesterday, to-day and forever, always holy and good.

**Has this infinitely glorious and blessed God made us to be happy, and told us how we can be so?** God has formed us for happiness, and given us a holy law to tell us what to do; and if we obey this law we shall be happy indeed.

**How has God formed us for happiness?** He has made our bodies and souls so that we must be happy, if we do not disobey him.

**How does your body help you to be happy?** By means of the senses which God has given us.

**How many senses have you?** Five.

**What are the five senses?** Hearing, seeing, tasting, smelling, feeling.

**When do these senses help you to be happy?** When they are pleased.

**What pleases the sense of hearing?** Pleasant sounds.

**Has God made the world so that our sense of hearing may be pleased?** He has.

**Name some of the pleasant sounds which God has made to delight our ears?** The brooks murmur, the gentle wind whispers, the fierce wind roars, the rain patters, the river laves, the waterfall roars, the bees hum, insects buzz, birds chirp and sing with sweetest music, the voice of animals, and the voice of friends.

**What has God made to delight the sense of smelling?** He has caused almost everything that grows, to smell sweetly.

**What are some of the things that smell most sweetly?** The rose, the pink, the geranium, and other flowers and plants. The fruit blossoms, and the fruit, apples, peaches, quinces, oranges, lemons, grapes, strawberries, and

melons, smell most sweetly. Our food smells sweet and inviting to the taste.

What has God made to delight the sense of seeing? He has made the world very beautiful in our sight.

What are some of the things that are made to delight our sense of seeing? The mountains and meadows, the trees and flowers, the rivers and oceans, and waterfalls; the sun, moon and stars, and beautiful rainbow, the animals, and man.

Are these things made of various beautiful colors to charm our sight? They are.

What are the colors? Red, orange, yellow, green, indigo, violet, blue.

What color is the earth mostly covered with? Green.

Is it happy for us that the earth is mostly covered with green? It is, because green is the most pleasant color to the sight.

What has God made for us, to please the sense of tasting? He has made a great many kinds of food and fruit that are delicious to the taste.

Does he cause the fruit to grow in the season when it is most pleasant to the taste? He does; for in the warm months fruit is most pleasant and healthful.

What kinds of fruit do we have in the warm month of June? Strawberries and cherries.

What do we have in the hot month of July? Raspberries, mulberries, currants and garden fruits.

What in August and September? Apples, melons, peaches, pears, plums, grapes, berries and nuts.

Are there any fruits which we can keep through the cold months? There are figs, raisins, apples, cranberries and nuts.

Has God made the world so that the sense of feeling may be pleased? He has;—for most things are pleasant to the sense of feeling.

You see, my dear children, that God has made this world so that we may be happy, and rejoice in his work.

How must we use the good things which God has given us? We must use them so as to do the most good we can, to ourselves and others.

Has God made animals happy? He has; life is sweet to them.

What has God done for animals? He has made them curious bodies, and food, and clothing.

What clothing has he made for the beasts of the earth? He has made wool and fur to grow upon them.

What clothing has he made for the fowls of the air? Beautiful feathers, which help them to fly.

What has God given to animals for food? He has caused their food to grow in the field, grass and grain for the cattle, and fruits, for other animals.

What has God given to animals to enable them to take care of themselves? God has given them instinct.

What is instinct? It is that which teaches them how to get their food, to make their houses, and take care of their young.

What kind of houses do animals make? The birds build nests for their houses; the wolves and bears, the lions and tigers, make dens among the rocks, in the dark woods, for their houses; the foxes, rabbits, and other animals dig holes in the ground for their houses; and the beavers make their houses as some men do.

What does the bible say about God's care for animals? "These all wait on thee, O Lord, Thou givest them their meat in due season; that thou givest them they gather."

How do animals show that they are happy? They do not complain, but they sport, and play, and sing.

If God has done so much to make animals happy, will it not displease him when men or children are cruel to them? It will;—

I'll treat them kindly for his sake,  
Nor dare his gifts abuse.

What is the holy law called, which God has given to tell us what to do that we may be happy? The ten commandments.

How were the ten commandments given to us? God first spake them with a loud voice, so that all the people could hear.

Where was God when he spoke them? On Mount Sinai.

How did the mountain appear when God descended

upon it? In the morning there were thunders, and lightnings, and a thick cloud upon the mount, and the voice of the trumpet exceeding loud, so that all the people trembled, and mount Sinai was altogether on a smoke, because the Lord descended upon it in fire, and the whole mount quaked greatly.

Did Moses go up into the mount? When the voice of the trumpet sounded long and waxed louder and louder, Moses spake, and God answered by a voice—and the Lord called Moses up to the top of the mount, and Moses went up.

What did God say to Moses? He told him to go down and keep the people back, that they should not come near the mount, lest they should die.

Did Moses go down? He did, and then God spake all the commandments.

How did God afterwards give the commandments to Moses? He wrote them upon two tables of stone, and gave them to Moses upon mount Sinai.

How did the mount appear when the Lord descended upon it the second time? The glory of the Lord abode upon mount Sinai, and the cloud covered it six days, and the sight of the glory of the Lord was like devouring fire on the top of the mount?

Did God command Moses to come into the mount? He did.

How did Moses appear when he came down from the mount with the two tables of stone in his hand, on which God wrote the commandments? His face shone so that the people were afraid to come nigh to him.

What did Moses do when he spoke to the people? He put a vail on his face.

What is the first commandment? Thou shalt have no other gods before me.

How do you understand this command? We must not love anything more than God, for if we do, we make it our God.

How must we love God? With all our heart, with all our mind, with all our strength.

Why must we love God? We must love him for all that he is, for he is all that is good, and great, and lovely.

Must you love him because he lives forever, and is everywhere, upholding all things, by his power? We must; for people could not live if God was not everywhere to keep them alive, and if he lives forever, he can make us happy forever.

Must you love God because he made the world, and for all that he has done for this world which he has made, and because he has made the sun, moon and stars for us to behold? We must; for they teach us that God is great and good, these things will help us to be happy.

Must you love God for all the wonderful works, and mighty acts which he has done? We must; for these teach us that God is holy, and that all must be holy to please God.

Must you love God because he sent his son Jesus Christ into the world to die for sinners? We must; for we must all have perished in our sins if Christ had not died for us.\*

Must you not love God because Christ has risen again and sits on the right hand of God the Father? We must; for if Christ has risen from the dead, then all that are in their graves shall rise again.

Can you love God as much as he ought to be loved? We cannot.

Imperfect praise can never pay  
The debt of love I owe;  
Dear Lord, I give myself to Thee,  
'T is all that I can do,

What is the second commandment? Thou shalt not make unto thee any graven image, or any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the waters under the earth, thou shalt not bow down thyself to them, nor serve them; for I, the Lord thy God, am a jealous God, visiting the iniquity of the fathers upon the children unto the third and fourth generation of them that hate me, and showing mercy unto thousands of them that love me and keep my commandments.

\* Acts iv. 12.

Who are so foolish and wicked as to make images of wood and stone, and call them gods, and pray to them? The heathen, who have no bibles to tell them about the true God.

Can these images hear and help them when they pray to them? They cannot; for they are dumb and lifeless idols.

Are the people unhappy who worship idols? They are; for they kill one another, and burn themselves to death, and drown their little children, thinking to please their idol gods.

I bless the Lord, I was not born,  
Where God was never known,  
And taught to pray a useless prayer  
To blocks of wood and stone.

What is the third commandment? Thou shalt not take the name of the Lord thy God in vain, for the Lord will not hold him guiltless that taketh his name in vain.

What is it to take the name of God in vain? It is to speak his name *foolishly*, in anger, or in play.

How should you speak God's name? With fear, and love, remembering that he is a great and holy God, and hears all that I say.

Do persons ever take God's name in vain when they pray? They do, when they call upon the name of God without fear and love.

Lord, let me never be profane;  
For I can never bear to hear,  
When children take thy name in vain,  
And learn to curse, and learn to swear.

What is the fourth commandment? Remember the sabbath day to keep it holy. Six days shalt thou labor, and do all thy work. But the seventh day is the sabbath of the Lord thy God; in it thou shalt not do any work, thou, nor thy son, nor thy daughter, nor thy man servant, nor thy maid servant, nor thy cattle, nor the stranger that is within thy gates; for in six days, the Lord made heaven and earth, the sea, and all that in

them is, and rested the seventh day; wherefore the Lord blessed the sabbath day, and hallowed it.

If God made the seventh day the sabbath, why do we keep the first day of the week? Because the Lord Jesus Christ finished his work of redeeming sinners and arose from the dead on the first day of the week.

How must we keep the sabbath day holy? By loving God, and praying to him, and praising him, and in watching our hearts, that we do not think, speak, or act wickedly, on that holy day.

Where should we go on the sabbath? We should go to the house of God, to worship him.

Has God commanded us to go to religious meetings to worship? He has; and Jesus said where only two or three are met together in my name, there am I in the midst of them.

Is God in his house, looking at every one of us who go there to worship him? He is. And he sees every one who goes there to be idle and play.

What should you do when you go to the house of God? I should remember it is God's house, and that he is there. I should fear and love him, and delight to hear his holy word, and pray to him, when the people pray, and praise him, when they sing.

Will keeping the sabbath day holy help to make us happy? It will. The sabbath is a delight to all who love God.

Lord, how delightful 't is to see,  
When all the people worship thee.  
At once they sing, at once they pray,  
They hear of heaven, and learn the way.

I have been there, and love to go,  
'T is like a little heaven below;  
Not all my pleasures or my play,  
Shall tempt me to forget this day.

What is the fifth commandment? Honor thy father and thy mother, that thy days may be long upon the land which the Lord thy God giveth thee.

How must you honor your parents? We must love and obey them, and do everything we can to make them happy.

What is it to obey your parents? It is when we love to run quickly, and do everything we know they wish us to do.

Does it help to make your parents and brothers and sisters happy, when you obey them? It does; and when we all obey our parents we are all happy, and our parents love us, and we love them.

What does it do when children at school obey their teacher? It makes a happy school.

What does it do when people obey their good rulers? It makes a happy people.

How would it be, if people did not obey their rulers? People would steal, and quarrel, and fight, and kill each other, so that we should live in fear.

How would it be in school, if children did not obey their teachers? We should be rude, and noisy, and hurt each other, and could not learn any good.

How would it be if children should not obey their parents? They would contradict, quarrel, and hurt each other, and make their parents so unhappy that they would get sick and die.

And what would become of such wicked children? They would have no one to provide food, or clothes, or any one to teach them, or care for them, and must wander about without any house or home to rest in.

You see, dear children, that obedience is a good thing: Do you not think that all children should be taught to obey? We do: if we would be happy we must be obedient.

Let children, who would ~~be~~ the Lord,  
Mind what their teachers say,  
With gladness hear their parents' word  
And with delight obey.

Have we not heard what dreadful woes  
Are threatened by the Lord,  
To him who breaks his father's laws  
Or scorns his mother's word?



But those who love the God of love  
And mind their parents' word,  
Here on this earth they long shall live,  
Then go and live with God.

What is the sixth commandment? Thou shalt not kill.

Now, little children would not think of killing any body, but do not people break this command sometimes when they do not kill any body? They do; for the bible says, he that hateth his brother is a murderer.

There are things which lead to murder. Can you tell what unkindness and cruelty do? They sometimes kill.

What do furious passions, such as anger and revenge, lead to? They lead to murder.

What do quarrelling and fighting lead to? They lead to murder.

What is wishing others were dead? It is murder.

What should your conduct be towards others? Love, gratitude, kindness, and pity.

Is it wrong to be cruel to animals? It is wicked to hurt any creature wantonly.

Hard names at first, and threatening words,  
Which seem but noisy breath,  
May grow to clubs and naked swords,  
To murder, and to death.

Thus Satan tempts one mother's son  
To rage against another;  
So wicked Cain was hurried on,  
Till he had killed his brother.

We're all children of one Father,  
The great God who reigns above,  
Shall we quarrel? no, much rather  
Would we be like him, all love.

Which is the seventh commandment? Thou shalt not commit adultery.

How must you keep this command? We must never think or speak of anything that is filthy.

Will keeping this command help us to be happy? It

will; for when we become holy we shall be happy. We must be holy, to be the children of God.

I hate to hear a wanton song;  
Such words offend my ears,  
I should not dare defile my tongue  
With filthy words like theirs.

What is the eighth commandment? Thou shalt not steal.

What is it to steal? To steal is to take anything for our own which belongs to another.

Are there other things which are the same as stealing? There are.

What is it to borrow and not return? It is the same as stealing.

What is it to buy things for which you never intend to pay? It is the same as stealing.

To what other wickedness does stealing lead? It leads to lying.

What is it to use others' things without leave? It is the same as stealing.

I know I should not steal or use  
The smallest thing I see;  
Or what I should not like to lose,  
If it belonged to me.  
I'd beg my bread from door to door  
Rather than steal another's store.

What is the ninth commandment? Thou shalt not bear false witness against thy neighbor.

What is it to bear false witness? It is to tell a lie.

What must you do to keep this command? Always speak the truth.

What is truth? It is to tell a thing just as it is.

Must you tell the truth of yourself when you have done wrong? God says that I must; and if I am sorry and tell what I have done, He will forgive me and make me happy through Jesus Christ.

Will there ever be a lie told in heaven? No; for it could not be a happy place, if they told lies there.

What does the bible say about liars not going to heaven?

Whosoever loveth or maketh a lie shall not enter that holy place. He that speaketh lies shall perish.

O 't is a lovely thing for youth  
Not to deceive in any way,  
To fear a lie, to speak the truth,  
That we may trust to all they say.

But liars we can never trust,  
Though they should speak the thing that 's true,  
And he who does one sin at first,  
Then lies to hide it, makes it two.

What is the tenth commandment? Thou shalt not covet thy neighbor's house, thou shalt not covet thy neighbor's wife, nor his man servant, nor his maid servant, nor his ox, nor his ass, nor anything that is thy neighbor's.

What is it to covet? It is to wish for things which belong to others, and to wish for things which God has not given us.

Now little children are very apt to covet, because they think that to have the things they like will make them happy. But many things they wish for would hurt them and make them very unhappy. There is nothing that we see that can make us happy; to love God and be good, is to be happy.

Does most of the unhappiness of men come from covetousness? It does; for it is a sin which leads us to break all God's commands.

How does covetousness lead us to break the eighth command? If we covet others' things, we shall try to obtain them, and that will lead us to stealing.

How will covetousness lead you to break the ninth command? If we try to obtain others' things, it will lead us to deceive, and lie.

How does it lead us to break the sixth command? We are apt to be angry with those who prevent our having things which we covet, and anger leads us to murder.

How does it break the seventh command? Because to desire to disobey God, is disobeying him.

How does it break the fifth command? Children who covet many things are often angry with their parents, whose duty it is to keep such things from them as would be hurtful. And covetous people do not always take good care of their parents when they are old.

How does covetousness lead us to break the 1st, 2d, 3d, and 4th commandments? If we covet the things of this world we do not love God, and worship him, but we choose the world for our God.

Should you be content with such things as you have? I should; for God has given me all that is best for me to have.

You see that covetousness will lead us to disobey all God's holy commands. Can you tell me what will enable us to keep all God's holy commands? Love. "For love is the fulfilling of the law."

Do any persons in this world obey the commands of God perfectly? They do not, for all have sinned.

What is sin? Disobedience to God.

What do those deserve who disobey these holy commands which are necessary to make us happy, and to make the world happy, and to make heaven happy? They deserve that fearful punishment which a holy God has denounced against those who will not continue to obey him in all things which he has commanded.

Will all be punished for their sins as they deserve? God so loved the world that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life.

Who is the Son of God? Jesus Christ.

When man had broken God's holy law and was justly condemned to die, how did the Son of God purchase pardon and everlasting life for him? The Son of God came into this world and obeyed this holy law, and suffered death for man's disobedience of it.

Does the Son of God offer pardon and life to all sinners? He offers pardon and life to all who will turn from their sins, and love and serve the Lord.

What has God taught us by giving his Son to die for us? He has taught us that his love is very great.

What does God love? He loves his holy law which is

just and good, and his love to us is very great to suffer the punishment which we deserve, that we may be forgiven.

If we believe in Christ and love him, shall we hate sin? We shall, and repent of it.

What is it to repent? It is to be sorry and grieved that we have disobeyed God's holy law, which we wish to love and obey forever.

Did Jesus Christ choose to come into this world and die for sinners? He did. When man had sinned—and no eye pitied, then it was a time of love. Jesus said, Lo, I come; I delight to do thy will, O God.

Did Jesus Christ show great love and pity while he was in the world? He did; he went about doing good; he cured the sick, he made the blind to see, the dumb to speak, and the lame to walk.

Did he show love to sinners? He did; he went to their houses and sat down with them, and said, I came not to call the righteous, but sinners to repentance.

Did he show love to little children? He did; for he took them in his arms, and blessed them, and said, Suffer little children to come unto me, and forbid them not, for of such is the kingdom of heaven.

What did he do for his friends when he was going to leave them? He gave them a feast of bread and wine, and told them to partake of it often, that the bread might remind them of his body which was broken for them; and that the wine might remind them of his blood which was shed for the remission of sin.

What is remission? Pardon.

What did he do for them, when they had eaten the feast and arose from supper? He took a towel and girded himself and began to wash their feet, and wiped them with the towel wherewith he was girded.

What did he say to them when he was going to be crucified? Let not your heart be troubled; in my father's house are many mansions—if it were not so I would have told you, I go to prepare a place for you—that where I am, there ye may be also.

What did he do for those who crucified him, when they were mocking him on the cross? He prayed for

them, Father forgive them, for they know not what they do.

What did he say to Mary after he arose from the dead? He said, go, tell the disciples, I ascend to my father, and your father, to my God, and your God.

Love divine! how sweet the sound,  
May the song on earth abound,  
May the hearts of all below,  
With the heavenly rapture glow.

Better this than gilded toys,  
Or an age of wordly joys,  
Better than this life of mine,  
Saviour, is thy love divine.



# MORAL LESSONS, ON TEXTS OF SCRIPTURE.

*Thou, O God, seest me.*

Among the deepest shades of night,  
Can there be one who sees my way?  
Yes—God is like a shining light  
That turns the darkness into day.

When every eye around me sleeps,  
May I not sin without control?  
No, for a constant watch he keeps  
On every thought of every soul.

If I could find some cave unknown,  
Where human feet had never trod,  
O there I could not be alone,  
On every side there would be God.

He smiles in heaven, he frowns in hell,  
He fills the air, the earth, the sea;  
I must within his presence dwell,  
And can I from his justice flee?

Yes, I may flee, he shows me where;  
Tells me to Jesus Christ to fly;  
And while he sees me weeping there  
There's only mercy in his eye.

## WHERE IS GOD?

In the sun, the moon, and sky,  
 On the mountain, wild and high,  
 In the thunder, in the rain,  
 In the grove, the wood, the plain,  
 In the little birds which sing;  
 God is seen in everything.

*Thou shalt love the Lord thy God with all thy heart, and  
 with all thy soul, and with all thy strength, and with all  
 thy mind, and thy neighbor as thyself.*

Love God with all your soul,  
 With all your heart and mind,  
 And love your neighbor as yourself,  
 Be faithful,—just and kind.

## GOLDEN RULE.

*Whatsoever ye would that men should do unto you, do you the  
 same to them.*

Deal with another as you 'd have  
 Another deal with you;  
 What you 're unwilling to receive,  
 Be sure you never do.

*The mouth of him that speaketh lies shall be stopped.*

O let me fear and hate the sin  
 Of saying what I do not mean,  
 For they who do not falsehood dread,  
 Will soon to lies and theft be led.

*Thou shalt not covet.*

Lord, cleanse me, and thy grace impart,  
 O keep temptation from my heart,  
 Or I shall break thy law divine  
 By coveting what is not mine.

*Let all bitterness, and wrath, and anger, and clamor, and evil-speaking be put away from you.*

The gentle child, who loves to please,  
Who will not quarrel, fret, and tease,  
And never speaks an angry word,  
That child is pleasing to the Lord.

*Let women adorn themselves in modest apparel, not in gold, and pearls, and costly array, but with good works.*

How proud are we, how fond to show  
Our clothes, and call them rich and new,  
When the poor sheep and silkworm wore  
That very clothing, long before.

The tulip and the butterfly  
Appear in gayer coats than I ;  
Let me be dressed fine as I will,  
These worms and flowers are prettier still.

Then will I set my heart to find  
Such things as beautify the mind ;  
Obedience, wisdom, truth and love,  
These are the things which God approves.

*The Lord is in his holy temple, let all the earth keep silence before him.*

In God's own house, then, shall I play,  
Where Christians meet to hear and pray?  
It will profane that holy place,  
And tempt the Almighty to his face.

When angels bow before the Lord,  
And devils tremble at his word,  
Shall I, a sinful mortal, dare  
To mock and sport and trifle there?

*A soft answer turneth away wrath, but grievous words stir up anger.*

To contradict and overbear,  
With noisy words and spiteful lies,  
To feel revenge, to curse, or swear,  
Is wicked, hateful, and unwise.



Let love through all your actions run,  
 Let all your words be mild,  
 Live like the blessed Mary's son,  
 That sweet and holy child.

*My little children, let us not love in word, nor in tongue;  
 but in deed and in truth.*

#### WHAT IS RELIGION?

'T is not to go to church to-day,  
 To look devout and seem to pray,  
 While to be fine is all our care,  
 And we forget that God is there.

'T is not to mark our rules to walk,  
 Or of our own good deeds to talk,  
 And then to love a secret crime,  
 And to mispend and waste our time.

'T is not to wear the Christian's dress,  
 And love to all mankind profess,  
 Then treat with scorn the suffering poor,  
 And fast against them close our door.

Religion, 't is the rule of life,  
 The bond of love, the bane of strife,  
 This is its rule, to others do  
 As you would have them do to you.

Is sitting still all we should do at church?  
 Should we think of our own and others' clothes?  
 Who should we remember is there and sees our  
 hearts and know our thoughts?  
 Should we speak of our own good actions?  
 Must you have your heart clean in the sight of  
 God?  
 Must you love the poor as well as the rich?  
 What is the bond of love?  
 What is the bane of strife?  
 What is its rule?  
 What is this rule called? The golden rule.

THE SABBATH.

*Remember the Sabbath day, to keep it holy.*

This day belongs to God alone,  
He chooses Sunday for his own,  
And we must neither work nor play  
Because it is God's holy day,  
'T is well to have one day in seven,  
For us to learn the way to heaven.

O let us love this blessed day,  
And turn from sin, and read, and pray,  
And every sabbath should be passed,  
As if we knew it were our last.  
For what would dying sinners give  
To have one sabbath more to live.

*Rejoice with them that do rejoice ; and weep with them that weep.*

O may we feel each playmate's sigh  
And with them bear a part,  
May sorrow flow from eye to eye  
And joy from heart to heart.

*Be kindly affectioned one to another with loves in honor  
preferring one another.—Rom. xii. 10.*

How sweet how charming is the sight,  
When we who meet to learn,  
In one another's peace delight,  
And pride and envy shun.

Let love in one delightful stream,  
Through every bosom flow,  
And friendship sweet and dear esteem,  
In every action glow.

Love is the golden chain that binds  
The happy souls above ;  
And if in heaven a place we'd find,  
We must be formed for love.

*My voice shalt thou hear in the morning, O Lord; in the morning will I direct my prayer unto thee, and look up.*  
 Ps. v. 3.

Shall I become the slave of sense  
 And yield myself to indolence?  
 Shall I not wake, and watch, and pray,  
 Ere morn leads on the drowsy day.

*Behold he that keepeth Israel shall neither slumber nor sleep.*  
 Ps. cxxi. 4.

The God of Israel never sleeps;  
 The angelic band strict vigil keeps;  
 Above, below, amidst, around,  
 They float in air, or walk the ground;  
 Leave their bright mansion in the sky,  
 And watch the world with sleepless eye.

#### THANKSGIVING DAY.

*O give thanks unto the Lord—Sing unto him, Sing psalms unto him, talk ye of all his wondrous works.*

What is 't to keep thanksgiving day?  
 Is it to eat, and drink, and play,  
 Our work to leave, our friends to meet,  
 And please our taste with every sweet?

No, 't is a day of pious joy,  
 And we shou'd every hour employ,  
 In speaking of God's mercies given,  
 And raising grateful thoughts to heaven.

The friends we meet, the food we share,  
 The fire we feel, the clothes we wear,  
 And all the blessing that we prove,  
 Should fill our hearts with grateful love.

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#### DEVOTIONAL EXERCISES.

THE order which is preserved in the devotions of the infant school is described in the article "*Regulations*,"

page 26. It is thought that short prayers adapted to the capacities and wants of children, and repeated simultaneously by the whole school, will best engage their attention and incite devotion. Their prayers should be accompanied with singing when circumstances will admit.

How sweet is the blended voice,  
Of these cherub suppliants now,  
As they lip their prayer on the bended knee  
And lift up the infantine vow

Their song's like the hymn of the birds  
When they come mid the perfumes of spring,  
And warble their charming notes of joy,  
Till the groves and the forests ring.

How bright are the thoughts that dance  
O'er the mind of the joyous train;  
Like the light of the placid moon as it plays  
O'er the face of the quiet main.

Like the calm of the sea, or the sleep  
Of the winds in their silent repose,  
Is the flow of childhood's early years,  
And its dreams like the summer rose.

#### MORNING PRAYERS.

O God, our Heavenly Father. Thou art great and good. The darkness passes away and the morning comes at thy command. We thank thee that thou hast kept us while we slept and hast opened our eyes to see the pleasant light which shines around us this day. We look up to thee to supply all our wants. Wilt thou this day give us our food and clothing and preserve our lives and health. Keep us from all evil and let us not disobey thy holy commands. Let us love and serve thee continually. May we be obedient to our parents and teachers. May we ever love to please them and see them happy and may we try to learn all that we are taught. May we love our brothers and sisters and be kind and helpful to all, and ever try to make others happy. May we always remember that thou, God, seest us. O Lord,

do thou bless our friends and bless all people. Let the wicked turn from their wickedness and do that which is right. Be thou the guide of the righteous and make them happy forever. Let the people praise thee, O Lord, let all the people praise thee through Jesus Christ. Amen.

## MORNING.

O LORD, be kind to us and make us good children. Keep us this day from everything that would do us harm. May we remember that thou art everywhere and seest us at all times. If we love thee we shall be thy children and thou wilt be our Father, may we love to think of God, may we know more of thee, and love thee more because thou art good. Take care of us all our days; and when we die wilt thou receive us to heaven where Jesus is, and where all that are good will go and be happy with thee. Bless our fathers and mothers, and our brothers and sisters. Bless our teachers and all our dear friends. May all love God and be happy forever through Jesus Christ. Amen.

## EVENING PRAYERS.

O thou great and holy God, our heavenly Father. We kneel before thee to praise thy name and thank thee for thy care. Thou hast been merciful to us, and given us life and health. Thou hast given us kind friends and teachers and many other favors, but what is best of all thy gifts thou hast given thy Son to be our Saviour. We thank thee for the love thou hast shown us through Jesus Christ. Help us to learn of him and remember that as he has loved us, so we ought to love one another. Jesus spake of little children, and called them to come to him. O Lord, we would come to thee to be forgiven, for we have sinned, we have not loved and served thee as we ought to have done, our hearts are foolish and vain. Wilt thou be pleased to forgive and love us through Jesus Christ. Teach us by thy Spirit, and lead us in the right way, and may we sin no more. May we live until

we are prepared for heaven; and if thou dost give us many more days, may we live to serve thee, and do good in the world, through Jesus Christ. Amen.

O LORD, thou art very good. Teach us to love thee with all our hearts. Wilt thou forgive what we have done wrong to-day, and every other day. We would thank thee for all thy favors and for thy kindness to us the day past. Thou hast spared our lives and given us our food and clothes. All our good things come from God. May we remember that God only can keep us alive and make us happy. O Lord, take care of us this night. May we return to our parents and friends in safety, and when our lives are closed may we go to our Heavenly Father in peace, and be happy forever. Be pleased to take care of our parents and make them happy; may we ever love and obey them. Bless our kind teachers and all our friends. Wilt thou accept our prayer through Jesus Christ. Amen.

### HYMN.

OFTEN, when I begin to pray,  
And lift my feeble cry,  
Some thought of folly or of play,  
Draws off my heart from thee.

O look with pity in thine eye,  
Softens a heart so hard;  
O do not slight my feeble cry,  
My Saviour and my God.

When daily I kneel down to pray,  
As I am taught to do,  
God will not hear the things I say,  
Unless I feel them too.

Yet foolish thoughts do often rise;  
And when I pray or sing,  
My heart soon flies, with the fool's eyes,  
To some far distant thing.

O let me never, never dare  
 To act a trifler's part,  
 Or think that God will hear a prayer,  
 That comes not from the heart.

Incline my heart to seek thy face,  
 Dear Saviour, God of love,  
 And fit me, by thy richest grace,  
 For purer praise above.

## LESSONS IN GRAMMAR.

### *Lesson I.*—LANGUAGE.

**WHAT** are those sounds called by which you express your thoughts? Words.

Are no words used without sounds? Words, which are written, or printed, may express ideas without sound.

What are words called, when used to express ideas? Language?

What is called written language? That which is written or printed.

Do all the people on the earth use the same language? Almost every country has a language peculiar to itself, so that the people of one country cannot speak or understand the language of another country.

What is the language called which we use? English.

How many words are there in the English language? Seventy thousand.

### *Lesson II.*—LETTERS.

Of what are written words composed? Letters.

How many are the letters of the English language? Twenty-six.

What are they called? The alphabet.

What are those letters called which have a sound of their own, and do not take the sound of another letter with them? Vowels.

Which are the vowels? They are *a, e, i, o, u, w, y*.

All the other letters will take the sound of another letter with them; what are these called? Consonants.

What letter is sounded with *k*, when it is spoken? *A*.

What with *b*? *E*. What with *q*? *U*.

When two vowels are placed together in a word and make but one sound, what are they called? A diphthong.

Which letters form the diphthong in the word *voice*?

Which in the word *round*?

In these words we hear the sound of both the vowels. What is the diphthong called when both vowels are sounded? A proper diphthong.

Which letters form the diphthong in the word *boat*?

Which in the word *coat*?

In these words but one of the vowels is sounded. What is the diphthong called when but one of the vowels is sounded? Improper diphthong.

### Lesson III.—SYLLABLES.

What are words or parts of words called which are sounded with one impulse of voice, as *man*, *pen*, *ham*? Syllables.

What are words called which have but one syllable, as, *box*, *pin*, *book*? Monosyllables.

What are words called which have two syllables, as *pencil*, *hammer*? Dissyllables.

What are those called, which have three syllables, as, *gingerbread*, *manual*? Trisyllables.

What are those called, which have four or more syllables, as, *conversation*, *hippopotamus*? Polysyllables.

### Lesson IV.—SENTENCES.

To express ideas, it is necessary to place words together in a proper manner. *Example*.—*The boys have gone out*. You understand these words because they are placed in a proper manner; but misplace them; —*out boys the gone have*. Here are the same words, but they convey no idea, because they are not placed right.

There are rules which have been made to teach us how to place the various words which we use, so as best to convey our meaning. When you have learned from



these rules the right method of placing words, you will have learned the grammar of the language.

### SENTENCES.

When such words are placed together, as will tell us some one thing, as, *Lucy sits still*, what are they called? A simple sentence.

Sentences sometimes tell us more than one thing, as, *Lucy sits still*, but *John plays*, what is such a sentence called? A compound sentence.

What particular words are necessary in every sentence? The noun, which is the name of a person or thing, and a verb, which tells us what is done or doing.

What are two or more words called, which make but part of a sentence, and yet are so placed as to convey a meaning? *Example*,—"as cunning as a fox." A phrase.

### Lesson V.—CLASSES.

In learning to place words in such order as best to convey ideas, it will be necessary to know the various uses of words.

Of what use is the word *bench*? It is the name of our seat.

Of what use is the word *apple*? It is the name of a fruit.

Of what use is the word *box*? It is the name of what is used to secure various articles.

Of what use is the word *Lucy*? It is the name of a girl.

Can all the things in the world be designated by names? They can; there are many words which are used for names.

All words which are used for names of persons, places or things are comprehended in one class.

Will you tell me what this large class of words is called? It is called *noun*.

Why was this name given to the class? Because *noun* signifies name.

*Lesson VI.—OF COMMON AND PROPER NAMES.*

Some things, which have common names, have another name given to them, that it may be known which person, place or thing is meant; as, *man*, is the common name for all men, but *John Smith* is the name of one man. *Town* is the common name of all towns, but *Charlestown* is the name of one town. *River* is the common name for all large streams, but *Merrimack* is the name of one river. What are these individual names called. Proper nouns.

What name is given to distinguish all other nouns from those which are called proper nouns? Common; all nouns which are not proper nouns, are common nouns.

*Lesson VII.—NUMBER.*

Are the names of things so formed that we may understand whether only one thing, or more than one is meant? They are; as, *box*, *boxes*, *bench*, *benches*, *apple*, *apples*.

What is this *specification* of the noun called? Number.

Of what number are those nouns which specify but one thing; as, *orange*, *apple*, *box*? Singular.

Of what number are those nouns which denote more than one thing; as, *oranges*, *apples*, *boxes*? Plural.

*Lesson VIII.—OF PERSON.*

In the use of language sometimes the person who speaks is designated, sometimes it is the person spoken to; but most commonly it is the person or thing, spoken of.—What is this circumstance of the noun called? Person.

When the person who speaks is designated, as I am the *man*; What is it called? It is the first person.

When the person spoken to, is specified, as, "*James*, will you come here;" what is it called? It is called the second person.

When it is the person or thing which is spoken of, as,

men make *hay* when the *sun* shines; what is it called? It is the third person.

We have now described three persons of the noun; will you name them? First, second, third.

### Lesson IX.—OF GENDER.

Are the names of things so formed as to show whether a male or female is denoted? They are; as, *man, woman, boy, girl, ox, cow.*

What is this specification of the noun called? Gender.

When the noun designates a male, what is it called? Masculine gender.

When the noun designates a female what is it called? Feminine gender.

When a thing is named which is neither male nor female, what is it called? Neuter (or *neither* gender.)

What are the three genders? Masculine, feminine, neuter.

### Lesson X.—OF CASE.

There is a circumstance of the noun which we have not yet described.—In the use of language a person or thing is sometimes represented as doing an act, sometimes it is represented as the possessor of something, and sometimes as the object which an action falls upon.—What are these different positions of the noun called? They are called the case of the noun.

When a person or thing is represented as doing an act, as, *Samuel* runs; the *wind* blows; what is the case of the noun called? Nominative.

When the noun denotes the possession of something, as, *John's* hat, *Lucy's* box, what is the case? Possessive.

What is the form of the possessive case? By the addition of *s* to the noun, separated by an apostrophe. With plural nouns, or with such as end in *ss*, of the singular number, how is the possessive formed? The additional *s* is omitted, and the possessive case is formed by the apostrophe alone.

[*The forms of the possessive case should be exhibited to the sight.*]

When a noun is the object on which the act comes; as, ring the *bell*; call the *boys*; what is the case? Objective.

The agent and object should be illustrated to children by visible objects. The teacher, striking the hand upon a book, names the example—My *hand* strikes the *book*,—then explains the properties of an agent and an object.

### Lesson XI.—PRONOUNS.

When Lucy was studying *she* let *her* book fall and *it* troubled *her*; what is the use of the words, *she*, *it* and *her*, in that sentence? They are used instead of repeating the names Lucy and book, and mean the same.

What are these words called, which are used instead of nouns? Pronouns.

Must pronouns be of the same gender of the noun for which they stand? They must; or it will be incorrect.

—*Example.* I love *Lucy* because *he* is a good girl.—

*Corrected.* I love *Lucy*, because *she* is a good girl.

Must a pronoun be of the same number as the noun for which it stands? as, the *children* are coming, and *they* run very fast. It must.—If it were not of the same number it would be bad language, as, the *children* are coming, and *he* run very fast.

Are pronouns used in the various cases in which nouns are? They are; as, *he* struck *her*, and hurt *his* hand. *He* is in the nominative case, *his* is in the possessive case, and *her* is in the objective case.

[*The children may learn to vary the pronouns for person, number, gender and case, by declining them.*]

### Lesson XII.—PRONOUNS.

Some pronouns are not only used instead of nouns, but refer to them as meaning the same thing, as, we saw the *man*, *who* sells fruit, and the *ox*, *which* was killed. What are these pronouns called which relate to the noun that comes before them? Relative pronouns.

What is the noun which comes before them called? The antecedent. (The word antecedent should be explained by the teacher.)

What are the pronouns *who*, *which*, and *what*, called when used in asking questions; as, *who* is this? *which* did you take? *what* did you say? Interrogative pronouns.

What are the pronouns called, which denote possession; as, I have brought *my* book and *his* slate? Possessive pronouns.

Will you name the possessive pronouns? My, thy, his, her, our, your, their.

What are the pronouns called which are used to designate which thing is meant, or how much, or how little, is comprehended by the noun, as *this* book is mine; *that* is thine; the *other* is William's; James will not take *any* one; *some* persons die young; *all* must die at *some* age, *such* is the state of man? Definitive pronouns.

Will you repeat the definitive pronouns? This, that, other, some, any, all, such.

### Lesson XIII.—ARTICLE.

When it is said, Give Lucy *a* pen, what is the meaning of *a* pen? It means any one pen.

When it is said, Give Lucy *the* pen you took of her, what is the meaning? It is not to give her any pen, but that one which I took of her.

Can you now tell me what is the use of the little words *a* and *the*? They are used to help the meaning of the noun, to which they are prefixed.

Would it be easy to speak the words *a* apron? It would not; we should rather say *an* apron.

Is the meaning the same if we say *an* apron as when we say *a* apron? It is; *an* is only used before words which begin with a vowel, or vowel sound, that they may be more easily spoken; as *an* apron, *an* hour.

These three small words form one class. What is this small class of words called? Article.

*Lesson XIV.—OF THE ARTICLE.*

When you speak of one book you say, *a book*. When you speak of more than one, do you say *a books*? *A* is only used when the noun is singular.

Before which number is *the* used? It is used before both the singular and plural; as, *the book* is lost, *the books* are lost.

We have described two articles, one of which is called indefinite, the other definite. Which is the indefinite article, and why is it so called? *A* is called the indefinite article because it does not define which particular thing is meant; as, *a man* is strong.

Why is *the* called the definite article? Because it helps to define which particular thing is meant; as, *the man* who rang the bell is strong.

*Lesson XV.—ADJECTIVE.*

What is the use of the word *red*? It tells the color of something; as, *red gown*, *red cherries*.

What is the use of the word *sweet*? It describes the taste of some things; as, *sweet orange*, *sweet berries*.

What is the use of the word *naughty*? It describes a person or thing which is bad, and good for nothing; as, she is a *naughty* girl, who is idle, and disobedient.

Of what use is the word *good*? It describes the quality of some persons and things; as, *James* is a *good* boy; the bible is a *good* book.

The words which are used to describe the qualities of persons or things, form a large class; what is this class of words called? Adjective.

Are these words which describe the qualities of things varied, so as to specify whether a thing is good, or only better than *another*, or the best of *all*?

They are; as *Mary* is a *good* girl; *Sarah* is *better* than *Emily*; but *Lucy* is the *best*.—*Sugar* is *sweet*; oranges are *sweeter* than berries; but candy is the *sweetest*.

What is this varying of the word called? Degrees of comparison.

What is it to say a thing is *good* or *bad* without comparing it? It is called the **positive degree**.

What is it when we compare one thing with another, and say it is *better*, or *harder*, or *prettier*? It is called the **comparative degree**.

What is it when we say, "the best," or "the hardest," or "the prettiest?" It is called the **superlative degree**.

How many are the degrees of comparison and what are they called? They are three, positive, comparative, superlative.

[*Expressing the degrees of comparison forms a pleasing exercise for children.*]

### Lesson XVI.—VERB.

What is the use of the word *is*? It is used to *tell* us of a thing, that it *is*.

What is the use of the word *live*? It is used to *tell* us in what state of being a thing *is*, as it *lives*, and is not dead.

What is the use of the word *sit*? It is used to *tell* of a person or thing, in what state of being it *is*, as, John *sits*, and does not stand.

What is the use of the word *sleep*? It is used to *tell* us of a person or thing, in what state of being it *is*, as, the babe *sleeps*, and is not awake.

What is the use of the word *run*? It *tells* us of persons or things, that they go rapidly; as, boys *run*, rivers *run*.

What is the use of the word *sew*? It *tells* us of persons, what they are doing; as, tailors *sew* and make clothes.

What is the use of the word *crowded*? It *tells* us of persons, what they suffer; as, the children are *crowded* on the small bench.

Here are words which tell us of things, what is their state of being, what they are doing, and what they are suffering. These words form a large class of very important words; will you tell me what this class is called? Verb.

*Lesson XVII.—VERBS.*

Some verbs express an action which is related to two things, viz. It depends on the thing that does the action, and affects the thing to which the action is done; as, John cuts the wood. What are such verbs called? Active.

What is the person or thing which does the act called? The agent—*John* cuts.

What is the person or thing called, which the action affects? It is the object; as, John cuts the *wood*.

Some verbs specify that an act is received; as, the wood is cut, the negroes were driven. Here the thing named, is not the one that does the act, but that which receives it.

What is this kind of verb called? Passive.

Some verbs express an act that does not pass from the one that does it, to another object; but relates to the agent only; as, Mary laughs, Samuel jumps, the wind whistles.

What is this kind of verb called? Neuter.

Will you name the three kinds of verbs which we have described? Active, passive, neuter.

*Lesson XVIII.—MODE.*

When only an act is expressed without referring to the one that performs it, as, *to write* is improving, *to ride* is pleasing; what is this manner of expressing the verb called? The infinitive mode.

When it is only specified that one performs an act as, *I write*, *John reads*, the wind *blows*, what is the manner of using the verb called? The indicative mode.

When a command is given, or entreaty made, as, *Jane come here*, *Mary do not be troubled*, what is the manner of using the verb called? The imperative mode.

What is the use of the word *may*, when placed with a verb; as, *I may take that map*, *Lucy may read*? It signifies liberty to do something.

What is the use of the word *can*, when placed with a



verb; as you *can* read, you *can* say lessons, or you *can* sing? It signifies that one is able to do things.

What is the use of the word *must*, when placed with a verb; as you *must* obey your teacher; you *must* have sleep and food to support life? It specifies what one is obliged to do, or have.

These little words denote the liberty, ability, and obligation of an action; what are these circumstances of the verb called? The potential mode.

What is the meaning of the word *if*? It denotes a condition; as, if Mary comes, I shall play with her.

The act is here represented as uncertain and depending on another action; what is this manner of using the verb called? The subjunctive mode.

We have now described five different modes of the verb; will you repeat them? Infinitive, indicative, imperative, potential, and subjunctive.

### Lesson XIX.—TENSE.

Is the verb so formed as to denote the time when the act is done? It is; as, I go to school to-day; I went to school yesterday, and expect I shall go to school to-morrow.

When an act is represented as now doing; as, Mary *reads*, John *plays*; what is the time of the verb called? Present tense.

When it is expressed that one has performed an act without specifying the time; as, Mary *told* the truth; John *killed* a bird; what is the time of the verb called? Imperfect tense.

When an act is represented as done; as, the carpenter *has made* the house, John *has broken* the window; what is the time of the verb called? Perfect tense.

When it is denoted that one action was performed before another; as, Mary *had finished* her sewing before Jane came, John *had cut* all the wood before it rained; what is the time of the verb called? Pluperfect tense.

When it is expressed that an act will be performed in a time that has not yet come; as, I *shall ride* in a coach

to-morrow, John *will* make my sled next week; what is the time of the verb called? First future tense.

When it is designated that an act shall be performed before, or at the time of another act; as, I *shall have learned* my lesson before the school is closed, I *shall have eaten* my dinner and made ready for school when the bell rings; what is the time of the verb called? Second future tense.

We have now described six tenses of the verb; will you repeat them? Present, imperfect, perfect, pluperfect, first future, second future.

### Lesson XX.—PARTICIPLES.

Of what use are the words, running, swimming, laughing, crying, singing? They help to describe persons or things by designating what their actions are; as, the *laughing boy*, the *singing bird*.

These words which help to describe nouns by telling what they do, form a small class of words. What is this class of words called? Participle.

They are called participle because they participate (or partake) of the nature of words which belong to other classes. What other classes is the participle most like? The verb and adjective.

Does the action expressed by a participle sometimes fall on an object? It does; as, Sarah, when *singing* the hymn, made sweet music.

### Lesson XXI.—ADVERB.

Of what use is the word *badly*? It tells how something is done; as, *badly* written.

Of what use is the word *nobly*? It expresses the manner of an action; as, James conducted *nobly*.

Of what use is the word, *shamefully*? It expresses the manner of actions, as, Emma fretted and teased *shamefully*.

Of what use are the words, *here*, *there*, and *where*? They designate the place of an action; as, the children

sing *here*; the house was built *there*; the street *where* you live is pleasant.

Of what use are the words, *now, soon, long ago*? They designate the time of an action.

Of what use are the words, *much, well, tolerably, extremely*? They express the degree of actions; as, Sarah sung *tolerably well*; Lucy was *much* loved; the child was hurt *extremely*.

What is this class of words called, which are used to designate the manner, place, time, and degree, of actions? Adverb.

Lucy came *soon*, John came *sooner*, but Mary came *soonest*, what is this varying the adverb called? Degrees of comparison.

[*The children will readily learn to compare the adverb with a little instruction.*]

Are adverbs often used to qualify adjectives? They are; as, *very loud*;—*extremely high*.

Are they sometimes used to qualify other adverbs? They are; as, she viewed the picture *very attentively*. They were *soon here*.

#### Lesson XXII.—CONJUNCTION.

Of what use is the word, *and*? It is used to join two or more words together; as, Henry ran *and* jumped *and* fell down.

Are there other words of a similar use? There are; as, Lucy, *or* James, *or* John must have done it.

Are not these words also used to join sentences? They are; as, butter is made of cream, *and* cheese is made of milk. We must have food to eat *or* we shall die of hunger.

What is this small class of words called, which are used to join words and sentences? Conjunctions.

Do some conjunctions join sentences, where the sense is disjoined? They do; as, John must go to school, *or* he will waste his time. Lucy will go, *or* she will not go.

What are the conjunctions which are used in this way called? Disjunctive conjunctions.

Do some conjunctions connect words and sentences

which convey the same sense? They do; as, Mary, *and* Lucy, *and* Sarah, are good children; Mary sewed, *and* made an apron.

What are conjunctions called, that join words and sentences which convey the same sense? Copulative conjunctions.

Must nouns which are joined by a copulative conjunction be in the same case? They must or it will be bad language; as I saw Luther and Sarah; *him and she* were there. *Cor.*— I saw Luther and Sarah; *he and she* were there.

Must verbs which are joined by copulative conjunctions, be of the same mode and tense? They must; as, Henry *reads and writes*. If the mode and tense is not alike; as, *Henry reads*, and may *have written*, it is bad language.

Must participles which are joined by these conjunctions be of the same kind? They must; as, the party are *eating and drinking*. The party *have eaten and drinking*; is bad language.

### Lesson XXIII.—PREPOSITION.

What is the use of the words, *to, on, unto, for*? They are used to express the relation which one thing has to another; as, give the pencil *to* him.

Could not the relation be perceived without these little words? It would not; as, a squirrel, a tree.

How can that sentence be formed so as to show what the squirrel has to do with the tree? The little word *on* must be used; as, a squirrel *on* a tree.

What is this class of little words called, which are used to show the relation which one thing has to another? Preposition.

Must these words which are used to show the relation of things have an object? They must; for if a thing is related there must be another thing for it to be related to; as, there is a tree *in*—I saw John *with*—

How can these sentences be formed so as to show the object of the relation? There is a tree *in* the garden, I

saw John with James. These nouns, *garden* and *James*, are the objects, not of action but of relation.

In what case is the noun which is the object of a preposition? Objective case.

#### Lesson XXIV.—INTERJECTION.

Of what use are the words *Oh! O! alas!* They are used to denote sudden or strong feeling of surprise, wonder or sorrow.

This kind of words forms a small class; will you tell me what it is called? Interjection.

Have interjections any connexion with other words? Pronouns and nouns are sometimes placed with them; as, *ah me! O ye hypocrites! O woman!*

When pronouns of the first person follow the interjection, in what case must they be? Objective; as, *ah me!*

When pronouns of the second person follow an interjection, in what case must they be? Nominative; as, *O thou greatly beloved!*

#### REVIEW OF LESSONS IN GRAMMAR.

You have learned respecting several classes of words; you may name them. Article, noun, pronoun, adjective, verb, participle, adverb, conjunction, preposition, interjection.

You have learned of what kind of words each class is formed; of what use is it to know this? It is of use, that when I know the meaning of a word, I may know to which class it belongs.

Of what use is it to know, to which class words belong? That I may know where to place them to construct sentences according to the rules of grammar.

Of the article you have learned, that *a* is called the indefinite article, and *the* is called the definite article.

Of what use is it to learn this? It teaches me that

when I wish to designate some particular thing or things, I must use the definite article *the*; as, *the* book with a red cover, is mine.

Is it of any farther use? It helps me to mind the rule, and place the indefinite article before singular nouns only. If I use the indefinite article before plural nouns, it makes bad language. *Example.*—*A* children are playing.—*Corrected.*—The children are playing.

What is the rule for the indefinite article? The indefinite article *a* or *an* belongs to nouns in the singular number only.

What is the rule for the definite article? The definite article *the* belongs to nouns either of the singular or plural number. *Ex.*—The boy drove the cows.

Of nouns you have learned that names given to individual persons or things, are called proper nouns, and that all other nouns are common nouns. Of what use is it to know this? It teaches me how to use the noun. If from learning the name of one man to be *John Smith*, I should call every man *John Smith*, it would be wrong. If from learning the name of *Merrimack* River, I should suppose all large streams should be *Merrimack*, it would be wrong, and discover much ignorance.

Of nouns you have learned that they are so formed as to designate different numbers. Of what use is it to know this? It will teach me to use them right; if I place a plural noun where I should have put a singular noun, it will make bad language; as she gave me *a boxes*, and I put my apple in it. Or if I use a singular for plural, it makes bad language; as, I saw *two man*; one was black, the other was white.

You have learned what are the first, second, and third person of nouns. Is it of any use to know this? It is; for if I misplace them, it makes bad language; *Example.*—*He* tell *she* you is gone. *Cor.*—*I* tell you *she* is gone.

You have learned that some nouns and pronouns are so formed as to denote either male or female; of what use is it to know this? If I did not know it, I might use one for the other, and make gross mistakes. *Ex.*

*ample.*—*John and Henry* are the *girls* I saw. *Lucy* is the *boy* which fell and hurt *him*. The *box* is pretty; *she* is made of paper. [To be corrected by the pupils.]

You have learned that nouns are of different cases; of what use is it to know this? It helps me to know where to place them with other words. If I place the nominative case after the verb active, it is incorrect.—*Ex.*—Cut *John* the wood.

What advantage is there in learning of the possessive case? That I may know how to express it. If I place it after the thing possessed, it is wrong. *Ex.*—as, this is bonnet *Mary's*.

What is the rule for the possessive case? The possessive case is governed by the noun which follows it, that being the name of the thing possessed.

What is the advantage of learning respecting the objective case? It teaches me what words to use as objects of the preposition and active verb. If I use the nominative case for the object, and the object for the nominative, it is bad language. *Example*—*Him* gave the book to *she*, the wood cut *John*. *Corrected.*—*She* gave the book to *him*, *John* cut the wood.

What are the rules for the objective case? 1st. The objective case may be governed by a preposition. 2d. The objective case may be governed by an active participle. 3d. Active verbs govern the objective case.

You have learned that pronouns are words used instead of nouns, of what use is it to know this? It will enable me to say much about persons and things, without often repeating the same name, which would be disagreeable and incorrect. *Example.*—James bought a hammer, James pounded with the hammer, James hurt James with the hammer. *Corrected.*—James bought a hammer and while *he* was pounding with it, *he* hurt *himself*.

You have learned that pronouns have person, number, gender and case. Of what use is it to know this? It is of the same use to know these things respecting the pronoun, as the noun.

What is the rule for the pronoun? Pronouns agree

with the nouns for which they stand, in gender, number and person.

You have learned that adjectives are words used to describe nouns, and designate their various qualities. Of what use is it to know this? It teaches me how to use them, and to place them with the name of the thing which they describe.

If I misplace the adjective it makes bad language.

*Example.*—A apple on a tree *red*. *Cor.*—A *red* apple on a tree.

What is the rule for the adjective? *Rule.*—Adjectives belong to the nouns which they describe.

You have learned how to compare adjectives; of what use is this? It enables me to specify how one thing differs from another, also when one thing exceeds others.

*Example.*—Lucy is a *good* girl. Sarah is *better* than Mary, but Ann is the *best*.

You have learned, that the words used to express action, being or suffering, are verbs, of what advantage is this? I shall know what words belong to the class which is called verbs.

You have learned that verbs may be made to specify number. Of what use is it to know this? I must know this, that I may make the verb in the same number as the noun which is the agent of the verb. If I do not make them of the same number it is bad language. *Example.*—Mary *write* well, the children *reads* well. *Cor.*—Mary *writes* well, the children *read* well.

You have learned that verbs denote the different persons. What advantage is it to know this? It enables me to mind the rule. If I use a verb of a different person from the nominative it makes bad language. *Example.*—He *write* a letter. I *reads* a letter. *Corrected.*—He *writes* a letter. I *read* a letter.

What is the rule for the number and person of the verb? A verb must agree with its nominative case in number and person.

You have learned that verbs are used in various modes.



Of what advantage is it to learn this? It is necessary to express the verb in various modes to make our meaning plain; and when verbs are joined together if they are not of the same mode, they are bad language. *Examples.*—If Mary *reads* and *can write* very well. *Corrected.*—Mary *can read* and *write* very well. *To read* is important, but *understand* is more so. *Cor.*—*To read* is important but *to understand* is more so.

You have learned that verbs are made to denote the various times in which actions can be performed. Of what use is it to learn this? It is necessary to specify the time of the verb, that our meaning may be known. *Example.*—I *go* to school before the teacher *came*. I *went* to-morrow; I *have been* next week; I *had done* when I ate my breakfast; I *shall go* last week; I *shall have gone* now. *Corrected.*—*Pres.* I *go* to school to-day. *Imp.* I *went* yesterday before the teacher. *Per.* I *have been* every day. *Pluper.* I *had gone* before you came along. *First F.* I *shall go* to-morrow. *Second F.* I *shall have gone* before you come.

One noun is often used as the agent to several verbs. If these verbs are not in the same tense, what is the language? It is incorrect. *Example.*—John *will cut* wood and *plants* corn and *had done* his play and *shall have been* a good boy. *Corrected.*—John *cut* wood, and *planted* corn, and *played*, and *was* a good boy.

Of participles you have learned that they belong to nouns. Of what use is it to know this? It teaches me where to place them; if I should use them as belonging to the verb, I should make bad language.

You have learned that participles govern the objective case. Of what use is it to know this? If I should place the nominative case for the object of the participle, it would make bad language. *Example.*—John *swinging* *she* hurt Mary. *Corrected.*—John, when *swinging* *Mary*, hurt her.

Of adverbs you have learned that they are used to qualify verbs. Of what use is it for you to know this? If I should use an adverb to describe a noun it would

make bad language. *Example.*—He is a *badly* man.  
*Corrected.*—The man *behaved* badly.

What are the rules for adverbs? 1. Adverbs qualify verbs, participles, adjectives and other adverbs. 2. An adverb should not be used for an adjective, nor an adjective for an adverb.

Of conjunctions you have learned that they are used to join words and sentences. Of what use is it to know this? It helps me in describing things, to point out many qualities, without repeating the thing which is described.

*Example.*—A *poor* and *lame* and *old* and *wicked* man. Without the help of the conjunction, *man* must be repeated. *Example.*—A *poor man*, a *lame man*, an *old man*, a *wicked man*.

Is it of any other use? It is of use when one agent is represented as performing several actions. *Example.*—Mary reads *and* writes *and* learns lessons. It is also of use when several persons or things are represented doing the same action. *Example.*—John *and* William *and* Samuel are playing.

Is not the repetition of the *and* usually omitted? It is, but the connexion is understood. It is also of use in connecting compound sentences. *Example.*—Mary went to school, *and* learned all her lessons. Henry is a good boy *but* James is a naughty boy.

What is the rule for the conjunction? *Rule.*—Conjunctions connect the same cases of nouns and pronouns, the same modes and tenses of verbs, and participles of the same kind.

You have learned of prepositions that they show the relation which one thing bears to another. Of what use is it to know this? If I should use a preposition which did not express the right relation, my meaning could not be understood. *Example.*—Samuel took a book *on* the table and laid it *from* the bench. *Corrected.*—Samuel took a book *from* the table and laid it *on* the bench.

You have learned that prepositions govern the objective case. Of what use is it to know this? It teaches

me that when there is a relation expressed there must be an object of the relation.

If the preposition has not an object the language is imperfect. *Example*.—Samuel went *into*, and gave a hoe *to*. *Perfect*.—Samuel went *into* the garden, and gave a hoe *to* the gardener.

Will you tell which of these words are the objects of the prepositions?

What is the rule? Prepositions govern the objective case.

You have learned that interjections are words used to express sudden and deep feeling of surprise, wonder or sorrow. Of what use is it to know this? It will enable me to express such feelings by proper words, and to avoid profane words which are both vulgar and wicked.

You have learned that interjections must have the objective case of the first person after them. Of what use is it to know this? It will teach me to use them so as to make good language and to avoid that which is incorrect. *Example*.—*Ah I!* *Corrected*.—*Ah me!*

You have learned that the nominative case of the second person is required also. Of what use is it to know this? It will prevent the wrong use of words. *Example*.—*O yours hypocrites!* *Corrected*.—*O ye hypocrites!*

What is the rule for the interjection? Interjections require the objective case of a pronoun of the first person, but nominative of the second.



## LESSONS OF PRONUNCIATION AND PAUSES.

### OF ACCENT.

Pronounce the words nosegay, winter, money, meetinghouse.

Do you not perceive that the first syllable of these words is pronounced plainer and with a louder voice than the others?

What is that stress of voice which comes upon a part of the word, called? Accent.

Pronounce the words return, prepare, permit, refuse. On which part of these words is the accent placed?

OF EMPHASIS.

Repeat the sentence, birds fly *high* in the air.

Do you not perceive that in speaking that sentence you pronounce the word *high*, louder than the other words?

What is this stress of voice called which comes upon some particular word or words of a sentence? Emphasis.

Repeat the sentences, As I rode along, I passed a *great mountain*. The little fishes *swim* and *play* in the water.

On which words in those sentences is the emphasis placed?

OF CADENCE.

Repeat the sentence, Now the pleasant season is *gone*.

Do you not perceive that in speaking the last word of that sentence, your voice falls to a lower tone?

What is that fall of the voice to a lower tone called? Cadence.

On what part of a sentence should the cadence be placed? The last word.

Repeat the sentences, The birds are all *silent*. The green leaves are *fallen*. The frost has killed the plants and *flowers*. The beauties of summer are *past*. On which words in those sentences is the cadence placed?

Pronounce the words, hat, hate; mop, mope; done, tone; noddy, nosegay; hammer, hayknife. Do you not perceive that some of those words are pronounced much quicker than the others? May not the first word be pronounced in half the time of the last?

What is the difference of time in pronouncing words called? Quantity.

## TONES.

Repeat.

He commandeth and raiseth the stormy wind. Let the sea roar and the fulness thereof.—Do you not perceive that these sentences require an elevated voice?

Repeat.

It is appointed unto all men once to die.—Do you not perceive that this sentence should be spoken with a grave voice?

The little mouse steals his food. The insect's life is soon past.—Do you not perceive that these sentences are spoken with a small voice? What is this variation in the voice called? Tone.

We have described three different tones of voice; you may name them. The elevated tone, the grave tone, the depressed tone.

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PUNCTUATION.

In your reading should you join all words together without any stop?

What are the short stops you make in reading called? Pauses.

What are those little points and marks which you find in your reading lessons? They are points which show at what places it is proper to make a pause.

## PERIOD.

What is the small single point called? Period.

When should the period be used? When the sentence is finished.

What is the pause of a period? It is the longest pause: and is measured by counting six.

How should the word next before the period be sounded? With a cadence.

When only the first letter is put for a word as N.

**West**, for North West, how is this point used? It is placed just after the N.

When words are abbreviated as Wm. for William, and Doct. for Doctor, how is this point used? It is placed just after the abbreviations.

This point is also used with figures.

#### COLON.

Where there are two points one above the other, what is it called? Colon.

What is the pause of a colon? It is next to a period in length; and is measured by counting four.

Where is a colon placed? After a perfect sentence when something more is added to explain it.

*Ex.*—Lucy is not at school to-day: perhaps she is sick.

Where is the place for the colon in this sentence?

#### SEMICOLON.

Where there is a point placed over a comma what is it called? Semicolon.

What is the pause of a semicolon? It is the second in length; and is measured by counting two.

How is a semicolon used? It is used to divide a compound sentence. *Example.*—Lucy is dressing her doll; and Mary is playing with blocks.

Where is the place for the semicolon.

Should a short simple sentence, as—This school-room is very pleasant,—be divided by pauses? It should not.

When a simple sentence is long, and includes several parts, how should it be divided? The distinct parts should be separated by commas.

When the name of a person or thing is repeated in connexion with other words. *Example.*—The whole school, teacher and pupils, were there, how should the sentence be divided? The repetitions should be separated by a comma.

What is the pause of a comma? It is the shortest pause and is measured by counting one.

When a distinct phrase is included in a sentence, as, the boys marched, *soldier like*, while the music lasted,—how must it be pointed? The phrase, must be separated from the sentence by commas.

When the words, however, nay, hence, besides, in short, finally, and, formerly, are brought into a sentence, and not connected with other words, how are they pointed? They are separated from the words by commas.

When words are connected in sense, but the copulative conjunction is omitted, as,—the little boy read, marched, sung and behaved very well,—how is it pointed? The comma is placed where the conjunction is omitted.

How should words of address, as,—*my dear children*, you must always listen to instruction,—be pointed? The words of address must be separated by a comma.

#### INTERROGATION.

What is the pause of the interrogation point? The same length of a period, and is measured by counting six.

How is the interrogation point used? It is placed after a question, as, Who made this house?

#### EXCLAMATION.

What mark is used for a sudden expression of surprise or wonder? as, alas! they are drowned! Oh, unhappy men! Exclamation point.

What is the pause of the exclamation point? The same as a colon or period.

#### OF CAPITALS.

What use is made of capital letters? Words on the title pages of books are composed of capitals; also, the several heads in the division of books.

What words should always begin with a capital? The

name of God, Lord, Jesus Christ, Immanuel, Messiah, Saviour, Redeemer, Father, Son, Holy Spirit.

What other words? All proper names of persons and places with the nouns and adjectives derived from them. The first word of every line of poetry.

What other use is made of capitals? They are used for abbreviations, and numeral letters.

#### DASH.

What is the short line which you sometimes find between the words of the sentence? It is called the dash.

How is the dash used? Where words are omitted through design.

When one does not choose to name the person or thing they are writing about, what is put in place of the name? Several stars or a dash.

#### PARENTHESIS.

When you find words enclosed in curved lines what is the meaning? It shows there is something more put in, to explain the sentence.

What are these marks called? Parenthesis.

How should words be read which are enclosed by a parenthesis? With a depressed tone of voice.



## HYMNS.

## ABOUT WORK AND PLAY.

Poor children, who are all the day  
Allowed to wander out,  
And only waste their time in play,  
Or running wild about—

Who do not any school attend,  
But idle as they will,  
Are almost certain in the end,  
To come to something ill.

*Some* play is good to make us strong,  
And school to make us wise;  
But *always* play is very wrong,  
And what we should despise.

There's nothing worse than idleness  
For making children bad;  
'T is sure to lead them to distress,  
And much that's very sad.

Sometimes they learn to lie and cheat,  
Sometimes to steal and swear;  
These are the lessons in the street,  
For those who idle there.

But how much better 't is to learn  
To count, and spell, and read!  
'T is best to play and work in turn;  
'T is very nice indeed.

EARLY AT SCHOOL.

The hour is come, I will not stay,  
But haste to school without delay,  
Nor loiter here, for 't is a crime,  
To trifle thus with precious time.

Say, shall my teacher wait in vain,  
And of my sad neglect complain?  
No, let me rather strive to be  
In season there to kneel and pray.

These golden hours will soon be o'er  
When I can go to school no more;  
How painful then would be the thought,  
That I had spent my time for naught.

HARMLESS PLAY.

In your play be very careful  
Not to give another pain;  
If rude children tease or hurt you,  
Never do the same to them.

If a stone were thrown against you  
And should hit your head or eye,  
Don't you know 't would hurt you sadly?  
Don't you think 't would make you cry?

Never throw a stone or brick then,  
Though you see no creature near;  
'T is a dangerous, naughty practice,  
Which my little ones should fear.

Never do like those bad children  
Who are often in the street;  
Throwing stones at dogs or horses,  
Or at anything they meet.

## WHO MADE THE STARS?

"Mother, who made the stars which light  
The beautiful blue sky?  
Who made the moon so clear and bright,  
That rises up on high?"

"'T was God, my child, the glorious One—  
He formed them by his power;  
He made alike the brilliant sun,  
And every leaf and flower.

"He made your little feet to walk;  
Your sparkling eyes to see;  
Your busy, prattling tongue to talk;  
And limbs so light and free.

"He paints each fragrant flower that blows  
With loveliness and bloom;  
He gives the violet and rose,  
Their beauty and perfume.

"Our various wants his hands supply;  
His care protects us every hour;  
We're kept beneath his watchful eye,  
And always guarded by his power.

"Then let your little heart, my love,  
Its grateful homage pay,  
To this kind Friend, who from above,  
So gently guides your way."

FOUNDED ON MATTHEW XIX: 13—15.

How happy those dear children were  
Whom the Redeemer blessed;  
Whom, while he breathed that fervent prayer,  
He folded to his breast!

How powerful was that prayer to bring  
 All blessings from above!  
 How true to lead them to the spring  
 Of everlasting love!—

How mighty to preserve from sin,  
 And every dangerous snare!—  
 Oh! how I've wished that I had been  
 A child among them there!

But thanks to that Almighty Friend!  
 He is the same to-day,  
 As when he thus refused to send  
 Those babes unblessed away.

# WHAT ARE RICHES?

Tell me not of rich Peru,  
 With her gold and silver mines;  
 Give me eyes of faith, to view  
 Jesus, where all treasure shines.

Tell me not of diamonds fair,  
 That adorn a monarch's crown:  
 Let me Jesus' riches share,  
 Riches never fully known.

Tell me not of India's store,  
 Costly silks and satins fine:  
 Let my heart by faith explore  
 Jesus' robe of grace divine.

Sing not of Arabia's gems,  
 Fragrant fields, and spices sweet:  
 Jesus sheds more rich perfumes  
 Round his high celestial seat.

Tell me not of power and fame;  
 Empty things they are to me:  
 Let me chant my Jesus' name  
 Through a long eternity.

## WILL HE LISTEN?

Will the great God, who reigns on high,  
 With glory crowned, above the sky,—  
 Worshipped by a bright angel throng,  
 List to an infant's humble song?

Will He, who made each shining star  
 To throw its twinkling beams so far,  
 Friendly, and gently condescend,  
 To be my Father, and my Friend?

And, will he bow his listening ear,  
 Gracious, my murmured prayers to hear;  
 And from his lofty seat above,  
 Bless me, with His forgiving love?

He will; I hear the Saviour's voice,  
 It bids my doubting heart rejoice,—  
 "Suffer young babes to me to come,  
 For I'm their Saviour, heaven their home."

## GOD IS IN HEAVEN.

God is in heaven—can he hear  
 A little prayer like mine?  
 Yes, thoughtful child, thou need'st not fear,  
 He listeneth to thine.

God is in heaven—can he see  
 When I am doing wrong?  
 Yes, that he can,—he looks at thee  
 All day, and all night long.

God is in heaven,—would he know  
 If I should tell a lie?  
 Yes, if thou saidst it very low,  
 He'd hear it in the sky.

God is in heaven,—does he care,  
 Or is he good to me?  
 Yes, all thou hast to eat or wear,  
 'T is God that giveth thee.

God is in heaven,—can I go  
To thank him for his care?  
Not yet, but love him here below,  
And he will see it there.

God is in heaven,—may I pray  
To go there when I die?  
Yes, love, be good, and then, one day  
He'll call thee to the sky.

MORNING HYMN.

God of my life, my morning song  
To thee I cheerful raise;  
Thy works of love 't is good to sing,  
And pleasant 't is to praise.

Preserved by thy almighty arm,  
I passed the shades of night;  
Serene, and safe from every harm  
I see the morning light.

While many spent the night in cries,  
Distressed with pains and woes,  
In gentle sleep I closed my eyes,  
And rose from sweet repose.

O let the same almighty care,  
Keep me in all my ways;  
Smile on my minutes as they roll,  
And guide my future days.

EVENING HYMN.

Glory to thee, my God, this night,  
For all the blessings of the light;  
Keep me, O keep me, King of kings,  
Beneath thine own almighty wings.

Forgive me, Lord, for thy dear Son,  
The ills that I this day have done,  
That with the world, myself and thee,  
I, ere I sleep, at peace may be.

Teach me to live that I may dread  
 The grave, as little as my bed.  
 Teach me to die, that so I may  
 With joy behold the judgment day.

Praise God from whom all blessings flow,  
 Praise him all creatures here below,  
 Praise him above, celestial train,  
 Let the whole heavens resound his name.

**' THEY THAT SEEK ME EARLY, SHALL FIND ME.'**

The Saviour from his throne,  
 All little children sees;  
 And they who are his own,  
 Will try their Lord to please.

He looks with eyes of love  
 When they kneel down to pray,  
 And from his home above,  
 Instructs them what to say.

He bids them all to *seek*,  
 For they shall surely *find*;  
 His word he will not break,  
 For he is true and kind.

Then, little children, come!  
 Obey your Saviour's call;  
 He'll take you safely home,  
 He'll be your "*all in all*."

**MANY QUESTIONS AND ONE ANSWER.**

In winter where can be the flowers,  
 And leaves that look so green?  
 There 's not a bud in all the bowers,  
 Or daisy to be seen!

And who will bring them back again,  
 When pleasant spring comes out?  
 And plant them up and down the lane,  
 And spread them all about?

And who will send the little lambs,  
With wool as soft as silk,  
And teach them all to know their dams,  
Which feed them all with milk?

And who will tell the pretty bird,  
To build its nest on high,  
And though it cannot speak a word,  
To teach its young to fly?

The Lord above, in heaven he dwells,  
Who all these things can do!  
How good he is!—The bible tells  
Much more about him too.

SATURDAY NIGHT.

God over all, forever blest!  
Grant me thy grace within;  
That I may keep the Sabbath's rest,  
A rest indeed from sin.

A rest from all my usual play,  
A holy rest in Thee;  
Then will thy blessed sabbath day  
Be a sweet rest to me.

Lord, sanctify my every thought!  
In these my days of youth;  
Make me remember what I'm taught  
Out of thy Word of Truth.

O, teach me how to pray aright,  
And what to ask of Thee;  
That when I'm kneeling in thy sight,  
I may not thoughtless be.

But give me faith to look above  
And see my Jesus there,  
To feel a dying Saviour's love  
In answer to my prayer.



## VERSES FOR THE SABBATH DAY.

Maker of the sabbath day  
Teach me how to praise and pray!  
Thou this blessed day has given,  
To prepare our souls for *heaven*.

*Friend* of children, hear my prayer,  
Let no trifling feelings dare  
Steal the precious hours away,  
Of this sacred *Sabbath day*.

## GRATITUDE.

What have you in that basket, child?  
They 're blackberries, Miss, all picked to day;  
They 're very large, and fully ripe,  
Do look at them, and taste them, pray.

O yes, they 're very nice indeed,  
Here 's fourpence—that will buy a few;  
Not quite so much as I could eat—  
However, I must make it do.

Nay, Miss, but you must take the whole!  
I can't, indeed, my money 's spent—  
I should be glad to buy them all,  
But I have not another cent.

And if you had a thousand Miss,  
I 'd not accept of one from you—  
Pray take them, they are all your own,  
And take the little basket too.

Have you forgot the little girl  
You gave, last year, a bonnet to?  
You may, indeed—but ever will  
That little girl remember you?

When I was weeping on the ground  
As if my heart would break,  
Think you, I have forgot, so soon,  
The tear that wetted that dear cheek

No—for it dropped upon my heart—  
 Though I'm a poor and lowly child,  
 That temper, I must always love,  
 So kind, compassionate, and mild.

And ever since, I've been to church,  
 For much do I delight to go—  
 And there I learned that works of love  
 Were all that children had to do.

So then, I thought within myself,  
 That pretty basket, Billy wove,  
 I'll fill with fruit for that dear Miss,  
 For sure 't will be a work of love.

And so this morning up I rose,  
 While yet the fields were wet with dew,  
 And picked the nicest I could find,  
 And brought them, fresh and sweet, for you.

I know the gift is small, indeed,  
 For such a lady to receive ;  
 But still I hope you 'll not refuse  
 All that poor Phebe has to give.

**JESUS, THE KIND SHEPHERD.**

See! the kind Shepherd, Jesus, stands,  
 With all his beauteous charms.  
 Hark! how he calls the tender lambs,  
 And folds them in his arms.

Let children come, he cries,  
 Forbid them not to come,  
 Their mansion is above the skies,  
 And I will lead them home.

He 'll lead us to the heavenly streams  
 Where living waters flow,  
 And guide us to the fruitful fields,  
 Where trees of knowledge grow.

The smallest lamb amidst the flock,  
 Shall be the Shepherd's care,  
 While folded in the Saviour's arms  
 We're safe from every snare.

## THE GOLDEN RULE.

To do to others as I would  
That they should do to me;  
Will make me honest, kind and good  
As children ought to be.

I know I should not steal or use;  
The smallest thing I see;  
Or what I should not like to lose,  
If it belonged to me.

And this plain rule forbids me quite,  
To strike an angry blow;  
Because I should not think it right  
If others served me so.

But any kindness others need,  
I 'll do it cheerfully;  
As I am very glad indeed,  
When they are kind to me.

Whether I am at home or school  
Or walking out abroad;  
I never would forget this rule;  
T is Jesus Christ's own word.

---

## APPENDIX.

### BOTANY.

ALL vegetables, of which have been discovered 50,000 different kinds, are arranged in twenty-four classes.

The following are the names of the several classes divided into lessons. All plants which have the stamens of the flowers alike in number, are arranged in one class.

The first ten are the names of the Greek numerals, with the word *andria* annexed, which is translated *stamens*.

<i>Lesson I.</i>		<i>Lesson II.</i>	
Classes.		Classes.	
1 Monandria	1 Stamen	7 Heptandria	7 Stamens
2 Diandria	2 Stamens	8 Octandria	8 Stamens
3 Triandria	3 Stamens	9 Enneandria	9 Stamens
4 Tetrandria	4 Stamens	10 Decandria	10 Stamens
5 Pentandria	5 Stamens	11 Dodecandria	12 Stamens
6 Hexandria	6 Stamens	12 Icosandria	20 Stamens

### *Lesson III.*

13 Polyandria,	Many Stamens.
14 Didynamia,	4 Stamens, 2 long and 2 short.
15 Tetradynamia,	6 Stamens, 4 long and 2 short.
16 Monadelphia,	Filaments united at bottom but separate at top.
17 Diadelphia,	Filaments in two sets.
18 Polyadelphia,	Filaments in many sets.

*Lesson IV.*

19 Syngenesia,	Stamens united by anthers.
20 Gynandria,	Stamens and pistils together.
21 Monoecia,	Stamens and pistils in separate flowers upon the same plant.
22 Dioecia,	Stamens and pistils in separate flowers upon different plants.
23 Polygamia,	Variously situated.
24 Cryptogamia,	Flowers invisible.

These classes are subdivided into orders, genera and species.

## NAMES OF THE SEVERAL STATES WITH THEIR CAPITALS.

### EASTERN OR NEW ENGLAND STATES.

States.	Seats of Government.
Maine,	Portland
New Hampshire,	Concord
Vermont,	Montpelier
Massachusetts,	Boston
Rhode Island,	{ Providence
	{ Newport
Connecticut,	{ Hartford
	{ New Haven

### MIDDLE STATES.

New York,	Albany
New Jersey,	Trenton
Pennsylvania,	Harrisburgh
Delaware,	Dover

**SOUTHERN STATES.**

Maryland,	Annapolis
Virginia,	Richmond
North-Carolina,	Raleigh
South-Carolina,	Columbia
Georgia,	Milledgeville
Alabama,	Cahawba
Florida,	Tallahassee

**WESTERN STATES.**

Louisiana,	New-Orleans
Mississippi,	Jackson
Tennessee,	Nashville
Missouri,	Jefferson City
Kentucky,	Frankfort
Illinois,	Vandalia
Indiana,	Indianopolis
Ohio,	Columbus

**TERRITORIES.**

Michigan Territory,	Detroit
Northwest Territory,	
Arkansaw Territory,	Arkopolis
Florida Territory,	
Missouri Territory,	
Oregon Territory,	
District of Columbia,	Washington

**NAMES OF THE RIVERS IN THE UNITED STATES.**

Columbia, Clark's, Lewis', Multnomah, Yellowstone, La Platte, Osage, St. Peters, Des Moines, Missouri, Arkansaw, Red, Sabine, Mississippi, Yazoo, Black, Pearl, Pascagoula, Tombigbee, Perdido, Alabama, Chatahoochee, Flint, Suwanee, St. John's, St. Mary's, Satilla,

Altamaha, Ogeechee, Savannah, Cambahee, Edisto, Santee, Great and Little Pedee, Cape Fear, Neuse, Pamlico, Roanoke, Chowan, James, York, Rappahannoc, Shenandoah, Potomac, Monongahela, Little Kanhawa, Great Kanhawa, Tennessee, Cumberland, Green, Salt, Kentucky, Licking, Big-Sandy, Ohio, Muskinggum, Sciota, Miami, Maumee, Sandusky, Wabash, Kaskaskia, Rock, Illinois, Wisconsin, Chippeway, Fox, St. Joseph's, Alleghany, Genessee, Susquehannah, Delaware, Mohawk, Hudson, Black, Housatonic, Thames, Connecticut, Merimac, Piscataqua, Saco, Androscoggin, Kennebec, Penobscot, St. Croix, St. Johns.

### NAMES OF THE COLLEGES.

Bowdoin, Waterville, Dartmouth, Vermont University, Middlebury, Harvard, Williams, Amherst, Brown's, Yale, Washington, Union, Hamilton, Columbia, Washington, Geneva, New-Jersey, Rutgers, Pennsylvania, Dickenson, Jefferson, Washington, Alleghany, Maryland, St. Louis, St. Mary's, Baltimore, St. Johns, Georgetown, Columbia, William and Mary's, Hampden Sidney, Washington, Virginia, North-Carolina, South-Carolina, Charleston, Beaufort, Franklin, Jefferson, New-Orleans, Greenville, Washington, Knoxville, Cumberland, Transylvania, Centre, Kenyon, Ohio, Cincinnati, Vincennes, St. Louis.



THE END.









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## INFANT SCHOOL

### RECOMMENDATIONS.

*The Boston Jan. 2. Post.*

*Mass. L. T. 1. 2. Nov. 18, 70--*

I have read, in manuscript, a work designed to be  
a manual to teachers of Infant Schools, about to be pub-  
lished by you. I find no objection to using it. It contains  
information which is (the highly useful) not only  
of 1870, but also of PRIMARY SCHOOLS, and thus  
it seems designed to be used in the former. I will  
not say, while the attention, among the thought-  
ful, is learning.

*Wm. L. Abbott*

*Worcester, July 26, 1880.*

*For Dr. James Holbrook, the inventor of the  
Infant School Apparatus.*

*Boston, Feb. 12, 1880.*

*James Holbrook, New York.*

I have been gratified with the manuscript, and put  
my mind to an opinion on whether it ought to be pub-  
lished. From a cursory examination, I cheerfully write it is  
very suitable, and the author maintains the principle, and  
is worthy to be published. I am of INFANT and I find it  
very good. I am, I think, about the result of the  
invention. I am, I think, an advocate of the  
system, and I am, I think, an advocate of the  
system of the system.

*Wm. L. Abbott*